NOVA SCOTIA
Department of Education
English Program Services

Physical Education Safety Guidelines

Grades Primary–12

Physical Education Safety Guidelines: Grades Primary–12

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Contents

Introduction

Introduction 3
- Intent of the *Physical Education Safety Guidelines, Grades Primary–12* . 3
- Generic Issues 3
- Specific Components 5

Activities

Aquatics 11
Archery 12
Ball Hockey 13
Basketball, Bordenball, End Ball, or Benchball 14
Bench Activities 16
Boardsailing 17
Bowling 18
Broomball 19
Cricket Variations 20
Cross-Country Running, Orienteering .. 21
Cross-Country Skiing, Snowshoeing, Snow Skating 22
Curling 24
Cycling 25
Dance/Rhythmic Activities 27
Dodgeball Games, Tag Games 28
Fencing 29
Field Hockey 30
Fitness Activities 31
Floor Hockey and Gymnasium Ringette . 32
Football—Flag/Touch 34
Golf 35
Gymnastics—General Procedures 36
Gymnastics—Pyramid Building 38
Gymnastics—Climber 39
Gymnastics—Climbing Ropes 40
Gymnastics—Parallel Bars, Still Rings, Balance Beam, Uneven Parallel Bars . 41
Gymnastics—Beat Board, Mini Tramp .. 43
Gymnastics—Box Horse 45
Horse Back Riding (English or Western) . 46
Ice Hockey 47
In-Line Skating 48
Kinball 50
Lacrosse (Soft) 51
Martial Arts (Self-Defence) 52
Outdoor Education—General Procedures 53
Outdoor Education—Backpacking 54
Outdoor Education—Camping 56
Outdoor Education—Canoeing 58
Outdoor Education—Canoe Tripping .. 60
Outdoor Education—Flat-Water Kayaking 63
Outdoor Education—Lake Swimming .. 65
Outdoor Education—Rock and Rope Climbing, Fixed Face and Rappel Towers 67
Outdoor Education—Sailing 68
Outdoor Education—Winter Camping . 69
Parachute 70
Racquet Sports—Paddleball, Handball, Racquetball, and Squash 71
Racquet Sports—Tennis, Badminton, Pickleball, Paddle Tennis) 72
Ringette (On Ice) 73
Rugby 74
Scoopball 75
Scooter Boards 76
Scuba Diving 77
Skating (Ice) 78
Skiing (Alpine)/Snowboarding 79
Skipping 81
Snorkelling 82
Soccer 84
Softball & T-Ball 85
Softball/Lob Ball/3 Pitch 86
Table Tennis 87
Team Handball 88
Tetherball 89
Tobogganing 90
Track and Field—Discus 91
Track and Field—Javelin 92
Track and Field—High Jump 93
Track and Field—Hurdles 95
Track and Field—Shot Put 96
Track and Field—Triathlon 97
Track and Field—Track Events 98
Track and Field—Triple Jump and Long Jump 99
Ultimate Frisbee 101
Volleyball, Newcombe Ball, Beach Volleyball 102
Wall Climbing 103
Water Polo 104
Weight Training 105
Wrestling 106

Intramurals

Intent of the *Physical Education Safety Guidelines, Grades Primary–12* for Intramural Programs 109
- Generic Issues 109
- Specific Components 111

Supervision of Intramurals 115

Low-Organization Activities/Special Events 116
Clubs 117
School-Made Equipment 119
Transporting People/Things 120
Building with Bodies 121
Target Games and Activities 122
Water Activities 123
Relay and Chasing Games 124

Appendices

Appendix A—Sample Letter to Parents/Guardians 129
Appendix B—Athletic Activities First-Aid Kit Contents 131
Appendix C—Emergency Action Plan . 132
Appendix D—Safety in Activity Rooms 134
Appendix E—Sample Safety Checklists . 135
Appendix F—Lifting, Lowering, Transporting, Supporting, and Spotting Techniques 144
Appendix G—Safety in Weight-Training Rooms/Fitness Centres 146

Introduction

Introduction

Intent of the *Physical Education Safety Guidelines, Grades Primary–12*

The responsibility for the care and safety of students rests with the school board and its employees. An important aspect in fulfilling this role is to recognize that there is an element of risk in all physical activity and to take action accordingly. To this end, foreseeable risks have been identified and analysed. This guideline includes procedures that help prevent accidents or injury in physical education classes and intramurals. School boards are responsible for implementing these guidelines. Safety awareness by the teacher, based on up-to-date information, common sense, observation, action, and foresight, are the keys to safe programming.

The intent of the *Physical Education Safety Guidelines, Grades Primary–12* is to focus teachers' attention on safe instructional practices for each class activity in order to minimize the inherent element of risk. By implementing safe instructional practices such as use of logical teaching progressions as well as inclusion of age-appropriate activities in program preparations, planning, and daily teaching, educators will guard against foreseeable risks. This document is intended to assist educators in fulfilling their obligation to provide a safe environment in which all students, regardless of physical, mental, emotional abilities/challenges, or cultural background, can be physically active.

The document focusses on instruction in physical education. It delineates minimum guidelines that must be used by physical educators and administrators in addressing the safety component of the physical education program.

Generic Issues

It should be recognized that many safety guidelines are common to all class activities. Some such commonalities are as follows:

- At the beginning of the school year, teachers need to be aware of the medical backgrounds and physical limitations of their students. This includes knowledge of students with heart disorders, asthma, epilepsy, diabetes, severe allergies. Each school needs to develop a process by which medical information is available to teachers (see Appendix A).
- A fully stocked first-aid kit must be readily accessible to the gymnasium. For a sample listing of first aid items for both in-school kits and portable off-site kits, see Appendix B. When activities are offered off site, an appropriate, portable first-aid kit must be readily accessible. An emergency action plan to deal with accidents in physical education must be developed in all schools. For details on an emergency action plan, see Appendix C.
- Prior to teaching the skills of the activity, the teacher must outline the possible risks of the activity (warnings of possible dangers), demonstrate how to minimize the risks, and set procedures and rules for safe play.

- Teachers must inform their students of the locations of the fire alarms, fire exits, and alternative routes from the gymnasium.
- Many different situations may arise involving the transportation of students away from the school for activities. It is important that parents are made aware of the mode of transportation and student expectations. The means and frequency of communication required must be established with the school principal. A signed parent/guardian acknowledgment/permission form must be received from each participant. The form must contain details of the activity and its inherent risks. Consideration must also be given to informing parents of activities that take students off the immediate school property, where transportation is not required (e.g., cross-country running). **Refer to school board policy and field trip procedures relating to the need for parent/guardian permission.** For a generic letter, see Appendix A.
- If students are involved in an activity or sport (e.g., a low organization game) that is not described in this guideline, refer to the guidelines of the activity that it most resembles.
- Approval must be received from the appropriate school board official if a teacher wishes to include activities different from those described in this document or board guidelines and/or to modify guidelines listed herein. As part of this process, the teacher must demonstrate that all appropriate precautions will be taken in the interest of student safety.
- Where an incident occurs that increases or could increase the risk of injury, corrective actions must be taken to help prevent its recurrence.
- We are not only looking at activities that involve body contact, but also the issues surrounding body contact. In an effort to promote a common understanding of the term, this document views body contact as intentional contact with the purpose of gaining an advantage in the specific activity.
- At the beginning of the school year, teachers must instruct students in appropriate change room conduct as well as emphasize the need to change quickly and proceed to the gymnasium. Reinforce this guideline as necessary during the school year.

Specific Components

Guidelines

- Guidelines for each class activity are outlined according to the following critical components: Equipment, Clothing/Footwear, Facilities, Special Rules/Instruction, and Supervision.
- All statements found in the generic section, activity pages, and appendices are mandatory. An activity must not occur **without** these guidelines being addressed.

Equipment

- When any equipment is used that is not described in the document, teachers must ensure that it is safe for use (e.g., no sharp edges, cracks, or splinters and that it is size, mass, and strength appropriate).
- All balls must be properly inflated.

Clothing and Footwear

- Students must wear appropriate clothing for physical education classes. Running shoes, shorts or sweat pants and t-shirts are examples of appropriate clothing. Some ill-fitting clothing, scarves, jewellery, and hard-soled shoes can inhibit movement and possibly cause injury during active movement. Where cultural dress presents a safety concern, modifications must be made to the activity. Students should not wear socks without shoes for physical education. Bare feet are appropriate for designated activities. Hanging jewellery must not be worn. Other jewellery that cannot be removed and that presents a safety concern (e.g., medical alert identification, religious/cultural jewellery, body-pierced jewellery) must be taped or the activity must be modified for the student's safety. Some activities such as floor hockey prohibit all jewellery. In such activities where no jewellery is a requirement, please note that this refers to **all** jewellery, even if the jewellery is taped, it is still prohibited. Deviations from this minimum are listed on activity sheets. Long hair must be secured so as not to block vision.
- Parents/guardians must be made aware of safety precautions with eyeglasses for some activities, including use of an eyeglass strap and/or shatterproof glass or removal of glasses if vision is adequate (see Appendix A—Letter to Parents/Guardians).

Facilities

- To provide a safe environment for class activities the supervising teacher must make a pre-activity check of the facilities and equipment to be used. This could be done using a checklist (see Appendix E). The minimum requirement is a pre-use visual check. Hazards must be identified and removed as a factor in the activity. Potentially dangerous and immovable objects (e.g., goal posts, protruding stage) must be brought to the attention of students and administration. All equipment must be checked regularly to ensure it is in good working order. Equipment listed in the document applies only to safety. Students must be encouraged to

report equipment or facility problems to the teachers. Students should also be encouraged to take responsibility in creating a safe learning environment.

- Facilities and major equipment must be inspected by individuals designated by the school board, and written reports must be completed on a regular basis.
- Equipment/furniture that is hazardous to the activity must not be stored around the perimeter of the gymnasium or any other large indoor room used for physical education. A reasonable number of benches as well as mats secured to the wall are exceptions to this statement.
- For all indoor activities, walls and stages must not be used for turning points or finish lines. A line or pylon could be designated in advance of the wall. Foreseeable risks must be identified, and precautions taken to minimize risks. For safety precautions when using in-school non-gymnasium areas (e.g., concourses, hallways, classrooms, stages) for physical education classes, see Appendix E.
- Playing fields must be free from hazards (e.g., holes, glass, and rocks). Severely uneven surfaces must be brought to the attention of the principal, and students must be made aware of them. There must be sufficient turf for proper traction and impact absorption.

Special Rules/Instructions

- Class activity must be modified according to the age and ability levels of students and the equipment and facility available. Teachers must stay current with respect to safe exercise technique. All class sessions must include appropriate warm-ups and cool downs. Skills must be taught in a proper progression. Games and activities must be based on skills that have been taught. Before involving students in strenuous outdoor activity, teachers must take into consideration the temperature of the day, previous training, and the length of time the students will be vigorously active.
- To address safety issues for all participants, modify activities that involve students with mobility challenges.

Supervision

- Supervision is the overseeing of an activity for regulation or direction. All facilities, equipment, and activities have inherent risks, but the more effectively they are supervised, the safer they become.
- Students must be aware that the use of equipment and the gymnasium are prohibited without the appropriate type of supervision, and deterrents must be in place. For example, doors must be locked, and there must be signs on the doors indicating that students may not use the gymnasium unless supervised. Staff should be scheduled and, where possible, present in an adjoining physical education office, in order to see if students enter the gymnasium without authorization.

- Any use of a facility must be supervised. This guideline has designated three categories of supervision: **Constant visual**, **On-site**, and **In the area**. The categories are based on the principles of general and specific supervision, which takes into consideration the risk level of the activity, the participants' skill level, and the participants' readiness.

  In the category of supervision, **Constant visual supervision** means that the teacher is physically present, watching the activity in question. **On-site supervision** entails teacher presence but not necessarily constantly viewing one specific activity. **In-the-area supervision** means that the teacher could be in the gymnasium while another activity is taking place in an area nearby the gymnasium.

  Example
  During a track and field session, some students are involved in high jump, some are practising relay passing on the track while a third group is distance running around the school.

  Constant Visual Supervision—*High Jump*: The teacher is at the high jump area and is observing activity.

  On-Site Supervision—*Relay Passing*: Students are practising on the track and can be seen by the teacher who is with the high jumpers.

  In-The-Area Supervision—*Distance Running*: Students are running around the school grounds and at times may be out of sight.

- Establish routines, rules of acceptable behaviour, and appropriate duties of students at the beginning of the year and reinforce throughout the year. Teachers must sanction students for unsafe play or unacceptable behaviour and must exercise their responsibility at all times.
- Students must be made aware of the rules of activities or games. Rules must be strictly enforced and modified to suit the age and physical ability of the participants.
- The teacher must be vigilant to prevent one student from pressuring another into trying skills or activities for which he or she is not ready.
- When a student displays hesitation verbally or non verbally, the teacher should discuss the reason(s) for doubt. If the teacher believes that a potential hesitancy during the skill could put the student at a risk, the student must be directed toward a more basic skill.
- Prohibit all jewellery if required and, if appropriate, cover body-pierced jewellery, with tape (eyebrow rings, etc.)

- Where a substitute teacher will be supervising, the students should participate only in activities that are commensurate with the substitute's experience or qualifications. The lesson plan should include the safety guidelines sheet for the activity, and restrictions/modifications for students with health or behavioural problems should be specified. The substitute should know the whereabouts of a contact teacher or administrator in case of an emergency.
- Teaching assistants, student teachers, and co-op students or other secondary students must not be the sole supervisors of any activity. This requirement applies, no matter which level of supervision is required (i.e., constant visual, on-site, or in the area).

Activities

Aquatics

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Ensure that standard safety equipment as stated in pool regulations is accessible (e.g., ring buoys, reaching poles, spinal boards, designated phone). Emergency phone must be accessible. Electrical equipment (e.g., portable stereo) must be properly grounded.	No jewellery other than medical alert jewellery Suitable swim wear Device to keep hair from obstructing vision (e.g., elastic)	School or community pools **Backyard pools must not be used.** (For pond/lake swimming see Outdoor Education.)	Inform in-charge person on deck of any child having history of diabetes, asthma, heart condition, convulsions, epilepsy, frequent ear infections, or any medical problems that may affect the child's safety in the water. Students must adhere to the following regulations: • No running or pushing on deck. • No gum chewing. • No food in pool area. • No shoes on deck. • Stay clear of diving area. • Do not dive off deck into shallow end. Showers must be taken before entering the pool. Parent permission forms are required. Emergency procedures must be outlined to students prior to entering the water. Students with infected cuts or sores or with plantar warts must not be in the pool. Screening/testing must be done in the shallow end initially.	Teachers must accompany pupils to the pool and be on deck or in the pool. There is a maximum of 25 students per qualified National Lifeguard Service (NLS) lifeguard/instructor. Close and frequent monitoring of change rooms must take place. On-site supervision A person with current first-aid certification must be accessible. Students must ask permission to leave pool area.

Archery

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) All equipment must be regularly checked for defects. Arm guards and finger tabs must be made available to students. Bow length and weight must correspond to the height and strength of the participant. An equal number of appropriate-length arrows must be given to each participant. Appropriate targets No compound bows or cross bows	No jewellery Clothes on the upper body must fit appropriately.	Areas must be free of obstructions and hazards. For indoor shooting, a properly installed safety net must be used. Access/exit to the facility must be controlled and warning signs posted. For outdoor activity, the shooting area must be well marked and controlled.	"Firing" line must be established, appropriate for the skill level of the students. No one is to be in front of the firing line. All students not involved in shooting must be positioned well behind the firing line and away from the archers on the line. Establish a "start" and "stop" shooting and retrieving procedure. Students must receive instruction on safety procedures, shooting techniques, care and use of equipment and on how to remove an arrow from a target butt safely. A loaded/unloaded bow must never be pointed at anyone. Bows must be loaded only on the shooting line, after the signal to shoot has been given. Skills must be taught in proper progression.	Constant visual supervision

Ball Hockey (See floor hockey guidelines.)

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Stick blades must be checked regularly to ensure the blade is securely attached to the stick. Use only regulation plastic ball hockey sticks, custom hockey sticks, or hockey sticks with plastic blades. Goalies must wear protective masks (e.g., hockey helmet with cage). Suitable balls include P30, P40, Nerf® ball, yarn ball, plastic or soft rubber puck. Protective eye wear must be made available for use.	Suitable footwear	Playing surface and surrounding area must be free of all obstacles (e.g., tables, chairs, pianos).	Stick must remain below waist at all times. No slap shots. No body contact, stick-on-body contact or stick-on-stick contact. Penalties for stick infractions must be strictly enforced. Implement a crease for protection of the goalie, (e.g., size of basketball key). No other player or player's stick is to be allowed in the crease. Skills must be taught in proper progression. Games and activities must be based on skills that are taught. Only active players on the floor can have a stick.	On-site supervision

Basketball, Bordenball, End Ball, or Benchball

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) In situations where student's follow-through could result in contact with an end wall and/or stage, protective gymnastic mats or padding must be placed beyond the "key" area. Protective end-wall mats must extend a minimum of 1.83 m up the wall from the top of the baseboard (maximum 10 cm from the floor) and be a minimum width of 4.88 m.	Suitable footwear and clothing No jewellery is to be worn (exception: stud earrings covered by tape).	Gymnasium must be free of hazards (e.g., equipment in corners and on sidelines). Adults (or students under constant visual supervision) are to use hand winches to raise and lower baskets. Playing surface, whether indoor or outdoor, must provide good traction. The winches for moving backboards up and down must not be located directly under the supporting wall-mounted structure.	Games and activities must be based on skills that are taught. Skills must be taught in proper progression. If the gymnasium does not facilitate safe play (e.g., doors and radiators under baskets or wall close to the baseline), modify rules appropriately (e.g., no lay-ups). Students must be instructed not to hang on rims.	On-site supervision

Basketball, Bordenball, End Ball, or Benchball *(continued)*

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
Where a stage is close to the baseline, gymnastics mats must be placed over the edge of the stage and extend close to the floor.		When raising or lowering baskets, the area directly below the moving basket must be clear of people and equipment.		

Bench Activities

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Benches must not have cracks, chipped corners, or splinters on the top surface. Bench tops must be secured to all supports. Mats must be used to designate landing areas.	Suitable clothing and footwear	Ensure that there is enough space around benches for safe usage. Allow for landings at safe distances away from walls and other equipment.	All skills must be taught in a logical progression from simple to complex. Observe that students demonstrate control of basic movement before moving to more complicated skills (e.g., forward jumping and landing before backward jumping and/or jumping with turns). Jumping and landing skills can effectively be taught from benches before larger equipment. Teach simple forward jumps and bent knee landings first before introducing aerial shapes and rotations. Instruct children to jump up from bench and land close so that bench does not move.	On-site supervision

Boardsailing

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.)	Appropriate footwear Sun screen Swimsuit Life jacket/personal flotation device (PFD) Standard	Water areas that are above 15°C and do not have visually obstructed area	Prior to water activities, students must complete the following swim test: • Swim 100 m continuously, any stroke. • Tread water for three minutes. • Put on a life jacket in the water. • Demonstrate the help/huddle position. Students must be familiar with emergency procedures and self-rescue skills related to the facility. Skills must be taught in proper progression. Students must be familiar with basic first aid and hypothermia. Instructors must be aware of weather and water conditions. PFD must be worn.	Ratio 1:20 in partners with maximum 10 on the boards at once A qualified lifeguard must be on site at all times. On-site supervision by the teacher At least one supervisor must have Emergency First-Aid Certification or equivalent. A rescue craft, preferably motorized, must be present to aid in supervision of sailors out from shore.

Bowling

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit and phone must be readily accessible. (See Generic Issues.)	Proper shoes must be worn at all times, as provided or approved by the facility. Street clothes are acceptable.	Bowling alley	Skills must be taught in proper progression. Parents must be aware of any off-site activity and the mode of transportation being used. Follow rules and etiquette as outlined by the facility.	On-site supervision

Broomball

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Regulation broomball sticks Nerf®, utility, or regulation broomball ball Hockey nets or pylons for goals CSA-approved hockey or broomball helmets are mandatory if playing on ice. Goalies must wear a protective mask	Broomball played on fields, blacktop, or rinks requires players to wear footwear and clothing suitable for weather conditions. No skates	**Non-Ice Broomball** Blacktop area must not be obstructed (e.g., tetherball poles, tennis standards, or basketball standards). Field must be free from ice patches. **Ice Broomball** Ice surface must be free from obstructions.	Players must keep sticks below waist at all times. Crease must extend 2 m from goal line. No other players or their brooms, other than goalie and goalie broom, are allowed in the crease. Only non-contact broomball is allowed. Skills must be taught in proper progression. Games and activities must be based on skills that are taught. Parents must be made aware of any off-campus activity and means of transportation.	On-site supervision

Cricket Variations (e.g., Kanga Cricket, Cricket Wicket, Continuous Cricket)

The official game of cricket is not an appropriate activity at the elementary level.

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Official Kanga Ball set or equipment modifications, such as • tennis balls, cosom plastic balls, or "soft" balls • paddle bats • pylons for wicket	Suitable clothing and footwear No hanging jewellery	Outdoor field must be free from debris and obstructions and provide good footing. Holes and severely uneven surfaces must be brought to the attention of the principal, and students must be made aware of them. For indoor games, playing surface and surrounding area must be free of all obstacles (e.g., tables, chairs, pianos).	Skills must be taught in proper progression. Games must be based on skills taught. Bouncing balls and bean balls must not be bowled. A designated area must be established for non-active players at a safe distance behind the batter. The bowler, standing behind a designated line, must underhand lob or roll the ball, at the batter's wicket. Straight-arm overhand throws could be used at the upper elementary level. The wicket keeper must stand a safe distance behind a striker.	On-site supervision

Cross-Country Running, Orienteering

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit and phone must be readily accessible. (See Generic Issues.)	No bare feet No spiked shoes of any kind at the elementary level Suitable footwear and clothing must be worn.	Prior to initial use of cross-country route or orienteering course, teachers must do a safety check "walk through" in order to identify potential hazards. Teachers must familiarize students with the route or course before initial attempt (e.g., notice of areas to approach with caution). If route is using sidewalks around school—ensure students are not crossing intersections unless directly supervised.	Parents and students must be informed of the importance of sun protection (see Appendix A). Parents must be notified when students will be running off the school campus. Length and difficulty of route must be appropriate to the age and ability level of the participants (e.g., primary students must not be out of sight for long periods of time). Skills must be taught in proper progression. A proper warm-up and cool-down must be included in all classes. Teachers must be aware of students with history of asthma and other respiratory problems. Students must be instructed in basic road safety. Attention must be given to temperature of the day, length of time in sun, and previous training and length of preparation. Students are to run in pairs or groups. (Orienteering)	In-the-area supervision

Cross-Country Skiing, Snowshoeing, Snow Skating

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit and phone must be readily accessible. (See Generic Issues.) **Cross-Country Skiing** Skis, bindings, boots, and poles must be in good repair and the appropriate size for the skier. **Snowshoeing** Frame and bindings must be in good repair. See Appendix A: Sample Letter to Parents related to bringing equipment from home for use in class.	Clothing must be appropriate for outdoor activity. For clothing, use layering principles and have a hat available.	Define specific routes to the students so they are aware of the boundaries for activity, whether using a commercial or non-commercial site. When choosing a site, the sun, wind, snow conditions, and suitability of terrain must be taken into consideration. When selecting a non-commercial site the facility should • have a level field with practice tracks • have a long run-out at the bottom section of a larger hill • be in proximity to warmth, food, and waxing and other facilities	Discuss with students how to recognize and treat frostbite and hypothermia. Parents and students must be informed of the importance of sun protection (see Appendix A). Emergency procedures must be established and communicated to the students. Skills must be taught in proper progression. Ask students to check that boots are secure in bindings. Caution students about the use of poles, especially when working close to others. Be aware of students with a history of medical conditions (e.g., asthma, seizures, heart conditions, severe allergies). Parents must be informed of student involvement in off-campus activities. Use a buddy system when possible. Teach basic uphill and downhill manoeuvres with a very gentle slope.	**Field Trips** A vehicle must be accessible for transportation in case of emergency. In-the-area supervision is required for all sites. Duties of the supervisors must be clearly outlined. 1:8 ratio lower elementary and 1:10 ratio upper elementary, 1:15 middle level, 1:20 senior high must be in place for day cross-country trips and snowshoeing to commercial sites. There must be a designated supervisor (teacher, parent, or responsible adult) capable of transporting an injured student to the hospital. This must not be the supervisor in charge of the trip.

Cross-Country Skiing, Snowshoeing, Snow Skating *(continued)*

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
				Within Walking Distance of the School In-the-area supervision is required for all sites close to the school (e.g., school playground, neighbourhood park).

Curling

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit and phone must be readily accessible. (See Generic Issues.)	Clothing must be appropriate for cold-temperature activity. Curling shoes or running shoes with the sliding shoe taped or covered with slip-on sliders	Curling rink	Teach etiquette and safety rules before going to the curling rink. Skills must be taught in proper progression. Parents must be informed when curling takes students off the immediate school property.	On-site supervision

Cycling

Not appropriate at the elementary level.

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Correctly fitting bicycle helmets approved by CSA, Snell, ANSI, ASTM, British, or Australian standard Students must inspect bikes before use for working brakes and inflated tires. Bicycle size must be appropriate for the rider. One rider must carry a bicycle tool kit including a pump.	Suitable clothing and footwear must be worn. No open-toed shoes or sandals may be worn. Helmets must be worn at all times when riding a bicycle.	When choosing routes, attention must be given to the • course length • course surface (gravel, pavement) • frequency of traffic • type and complexity of intersections and railway crossings. Prior to initial use of route, teacher must do a safety ride-through to address safety and suitability. For off-road routes, ensure permission of landowner is obtained. Provide students with map and/or clear directions.	The rules of the Motor Vehicle Act must be reviewed and adhered to. This includes group riding protocol. Rules of the Trail for off-road cycling must be reviewed if appropriate. An initial riding pre-test (safety emphasized) must be passed before leaving school property (e.g., Nova Scotia Bicycle Rodeo). Walk bikes across busy intersections. Parents and students must be informed of importance of sun protection (see Appendix A). A record of students and the route they will be travelling must be left in the school with an appropriate person. Use a buddy system. Students must be aware of an emergency procedure in case of an accident. Parents must be informed that cycling will take students off school property. No personal audio players are allowed. Racing must not be done as an in-class activity.	In-the-area supervision Teacher must stay at the back of the pack. 1:8 ratio middle level 1:15 ratio senior high years Vehicle should be available in case of emergency.

Cycling *(continued)*

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
			Attention must be given to the following: • temperature of the day • length of time in sun • previous training and length of preparation	

Dance/Rhythmic Activities

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Electrical equipment must be in good working order. No rhythmic clubs may be used at the elementary level.	Bare feet are permitted (at teacher's discretion). Gymnastic slippers or running shoes	Gymnasium or very large room, free from obstacles	Skills must be taught in proper progression. Instruct students in the safe use of equipment (e.g., ribbon, sticks). Modify activity to the age and ability level of students (e.g., throws of equipment—ropes, ribbons, hoops—are to be kept to a low height).	On-site supervision is required for rhythmic activities. In-the-area supervision is required for dance.

Dodgeball Games, Tag Games

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) A "soft" ball (e.g., Nerf® ball, soft foam ball) must be used for Dodgeball-type games An appropriate partially deflated ball may also be used.	No jewellery. Suitable clothing and footwear must be worn.	Playing area must be free from obstruction (e.g., desks, chairs, pianos). All access/exit doors must be closed.	Rules for contact by the ball must be in place (e.g., below the waist or below knees). Activities/rules must be modified based on skill level, age, and facilities/equipment available.	Constant visual supervision

Fencing

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Mask, vest, gloves, foil with rubber tips Equipment must be checked regularly for defects by students and staff and repaired or replaced as required.	Long-sleeved shirt or sweatshirt and long pants Proper footwear	Area must be free from obstacles and debris and provide good footing.	Students must fence only under the direct supervision of the instructor. All equipment must be worn before fencing an opponent. Students must be instructed in all safety rules associated with the sport. Skills must be taught in proper progression.	On-site supervision for instruction Constant visual supervision when fencing an opponent

Field Hockey

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Regulation field hockey sticks Students must be instructed to check sticks regularly for cracks, splinters. Use regular field hockey ball or indoor "soft" balls. CSA-approved hockey helmet with cage and full goalie equipment must be worn by goaltender if regulation ball is used. Shin guards must be made available to all players.	Metal cleats must not be worn in class.	Playing surface must be checked regularly. It must be clear of debris and provide good footing. Holes and severely uneven surfaces must be brought to the attention of the principal, and students must be made aware of them.	Stick must not be lifted above waist. Implement a large goal crease area for the protection of the goalie. No other player or player's stick can enter the crease. Skills must be taught in proper progression. Games must be based on skills that are taught. If a regulation ball is used and there is a goalie, equipment as specified must be used. Students must be informed of the importance of sun protection.	On-site supervision

Fitness Activities

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Free weights are not to be used at the elementary level. Electrical equipment must be in good working order. Stationary bicycles, benches, chinning bars, peg boards, and other equipment used in fitness activities must be in good repair. Steps and/or slides must be in good repair and equipped with non-slip treads. Tubing/elastic strips must be the proper tension and length for the level of the participant and must be in good repair.	Suitable clothing and footwear must be worn. No jewellery.	Floor area must be free of all obstacles (e.g., tables and chairs, pianos). Allow adequate space between fitness activities/equipment.	Fitness activities must be modified, based on the age and ability level of students, the facilities, and equipment available. Use the proper progression of activities: 1. Warm-up 2. Stretching 3. Peak work activities (which may include muscle strength and endurance activities) 4. Cool-down activities including tapering off, stretching, and relaxation Where the fitness activities constitute the main part of the lesson, a proper warm-up and cool-down must be provided. Stress correct body alignment for injury prevention. Permit students to work at personal levels of intensity (e.g., students who can make responsible decisions related to low impact to high impact and low intensity to high intensity). Where fitness equipment is being used (e.g., stationary bicycle, medicine ball, chinning bar, etc.) students must be instructed in the proper use of the equipment before using it.	On-site supervision

Floor Hockey and Gymnasium Ringette

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) A "felt" ring for floor hockey and regulation rubber quoit for ringette are preferred. Use only • regulation "ringette" sticks AND/OR • commercially produced "floor" hockey sticks AND/OR • hockey stick shafts or broom-type handles with protective covering on the ends (e.g., piece of sponge or carpet taped on) Sticks must be checked regularly for cracks and splinters.	Suitable clothing and footwear must be worn. No jewellery.	Playing surface and area must be free of all obstacles (e.g., tables, chairs, pianos). Floor plugs must be in place.	No body contact, stick-on-body contact, or stick-on-stick contact. Penalties for stick infractions must be strictly enforced. Implement a crease for protection of the goalie (e.g., size of basketball key). No other player or player's stick may be allowed in the crease. Skills must be taught in proper progression. Games and activities must be based on skills that are taught. Goalie must remain in the crease area during play. Stick must be in contact with the floor at all times except on a shot or a pass when the stick may not go beyond waist level.	On-site supervision

Floor Hockey and Gymnasium Ringette *(continued)*

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
Goalies must wear protective mask (e.g., hockey helmet with cage).				

Football—Flag/Touch

Tackle football is not an appropriate activity for physical education classes.

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Use footballs appropriate to the size and ability of the group (e.g., smaller football or Nerf® ball). Goal posts must be padded when goal posts are in the field of play.	No cleats are to be worn. Suitable gymnastics clothing and footwear must be worn.	Playing area must be free of debris and obstructions and provide safe footing. Holes and severely uneven surfaces must be reported to the principal, and students must be made aware of them.	No blocking or tackling is allowed. Modify the rules of the game to accommodate differences in ability, age, and physical development. Skills must be taught in proper progression. Games and activities must be based on skills that are taught. Boundary lines must be clearly indicated.	On-site supervision

Golf

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Plastic "whiffle" or rubber golf balls Clubs of appropriate length Real golf balls must not be used on school property except for putting. Equipment, especially grips, must be checked regularly and repaired as needed.	Suitable clothing and footwear must be worn.	Adequate space must allow for full back swing and follow-through. Gymnasium, school property, golf domes, putting course, and driving range are all suitable facilities. Regardless of facility, the hitting area must be well marked and controlled.	Students must receive instruction on proper golf etiquette and safety. Skills must be taught in proper progression. Establish a safe routine for hitting and retrieving golf balls. All rules of play pertaining to the driving range and/or mini-putt must be followed. Parents and students must be informed of the importance of sun protection (see Appendix A).	On-site supervision for initial instruction and when chipping with real golf balls In-the-area supervision is required following initial instruction.

Gymnastics—General Procedures

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Mats must be placed on all designated landing areas under and around equipment without overlaps or gaps. Regularly check mats for wear and tears. General utility mats to be used for floor work, tumbling and landing on feet from a controlled height (student's height at shoulder is the maximum jumping height) are • ensolite 3.8 cm • trocellen 5.1 cm • ethefoam 3.8 cm • sarneige 3.8 cm	Bare feet, running shoes, or gymnastic slippers; no sock feet Suitable gymnastic clothing so that child can move unrestrictedly on mats No jewellery. Tie back long hair and remove barrettes. Secure glasses or remove them.	Ensure that floor plan allows enough space around each piece of apparatus for safe movement. Mats must be situated around/ under apparatus as a landing area so that there is no overlap or open spaces. Precautions must be taken to minimize the movement of mats on impact. Velcro® mats must be attached. Allow for landings at safe distances away from walls and other equipment.	Be aware of the physical limitations (e.g., epilepsy, weak wrists) and initial skill levels of students. Create an atmosphere of discipline and control. Students must be instructed not to attempt aerial somersaults on or off apparatus, extended dive rolls for distance, front and back handsprings. When a student displays hesitation verbally or non verbally, the teacher must discuss the reason(s) for doubt. If a potential hesitancy during the move could put the student at a risk, the student is to be directed toward a more basic skill. Students must not be forced to perform skills beyond their abilities. All skills must be taught in a proper progression from simple to complex. Observe that the student demonstrates control of basic movement before moving to more complicated skills (e.g., rotations on mats before performing on apparatus and performing landings before working on elevated equipment). Mat work must precede apparatus. Apparatus must be introduced one piece at a time, working towards the development of a circuit.	All elevated inversions require constant visual supervision and when students are attempting difficult moves for the first time on an apparatus. **Spotting** **Spotting is initially the role of the teacher and then may progress to trained students.** Responsibilities vary with the age, strength and experience of the student. Grades primary–3 students are involved in non-contact spotting only (e.g., keeping approach and landing areas clear). Grades 4–6 students are involved in non-contact spotting as above as well as giving verbal cues and checking placement of mats and stability of equipment.

Gymnastics—General Procedures *(continued)*

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
• mats of equivalent compaction rating **Landing surfaces to be used for elevated inverted skills:** 30.5 cm–60.9 cm solid or cross-linked foam pit These surfaces must not be used as landing surfaces for vaulting or for controlled landings (e.g., landing on feet) off any piece of equipment.		Perimeter of gymnasium must be free from excess equipment (e.g., tables and chairs).	Landing mat must be properly placed for landings, and precautions must be taken to minimize movement of mat on impact. It is advisable that any teacher who is unfamiliar with any gymnastics apparatus, seek assistance from appropriate support staff and/or refrain from using the equipment until help is received. Every lesson must be preceded by a warm-up and must end with a cool-down.	Secondary students must be trained to spot each other appropriately. They can also perform the following contact-spotting roles: help peers maintain a static balance on benches/boxes, assist peers with forward rotations (e.g., roll on mats and other low, wide surfaces).

Gymnastics—Pyramid Building

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) General utility mats are to be used for floor work, tumbling, and landing on feet from a controlled height (student's height at shoulder is the maximum jumping height) are • ensolite 3.8 cm • trocellen 5.1 cm • ethefoam 3.8 cm • sarneige 3.8 cm • mats of equivalent compaction rating Mats must be under the pyramid and extend one body length in all directions.	Soft shoes, socks or bare feet for standing pyramids	Ensure that lying and kneeling pyramids are away from walls. Do not build a pyramid near entrances, exits, or stages.	Standing pyramids are not recommended for grades primary–3. Set the maximum number of participants and the maximum height allowed depending on the size, age, and skill of participants. Instruction must include how to assemble and how to disassemble. Weight and size of participants determines placement in pyramid (e.g., larger students are part of the base). Pyramid building must be the only activity in the space.	Constant visual supervision during instruction and first attempt; on-site supervision thereafter On-site supervision for kneeling and lying pyramids

Gymnastics—Climber

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Trestles or wall climber Equipment set-up and adjustment must be done under teacher direction. Check clamps and feet of trestles, wall lever, and floor pins of wall climber to ensure climber is secure. Check before use for defective parts. General utility mats must be placed on all landing areas (see Gymnastics—General Procedures for mat specifications).	Suitable gymnastic clothing so that child has bare elbows and knees No tights or jeans. Students must be in bare feet or wear running shoes or gymnastics slippers. Remind students to tie shoe laces securely.	Allow for landings at safe distances away from walls and other equipment.	Hanging inversions can be done only under direct instruction of the teacher, and a 30.5 cm–60.9 cm landing mat must be in place. Inversions must be done so that a student hangs no higher than 1.5 m above the floor. Ensure there is no overcrowding by students. Adjust equipment to appropriate height of students and appropriate to activity being performed. Where a horizontal ladder or bars are at chest height, a child may climb on top. When horizontal ladder or bars are above chest height of student (e.g., stretch height) hanging and travelling are permitted. Travelling on top is not permitted. Students must not jump from anything higher than own shoulder height. Horizontal ladders and bars of trestles must not be approached from the side, as trestles could slide sideways.	Constant visual supervision

Gymnastics—Climbing Ropes

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) General utility mats must be placed under ropes (see Gymnastics—General Procedures for specifications). Regularly check for fraying. If ropes are severely frayed, do not use (e.g., students get slivers). Inversion activities require 30.5 cm—60.9 cm landing mat underneath. Stable platform must be in place to initiate a swing (e.g., utility box). If ropes are used for swinging, mats must cover the floor surface below the path of the rope.	Suitable gymnastic clothing so that students can move unrestrictedly. Bare feet or running shoes; **no sock feet**	Allow for landings at safe distances away from walls and other equipment. The area used for ropes must be clear of all obstructions. This includes room to swing back and forth.	Inversions must be done so that a student hangs no higher than approximately 1.5 m above floor. Introduce rope activities in a developmental sequence. Swinging activities must be conducted in a controlled manner (e.g., specify a designated start and finish point). Stress control before height. Teachers must designate a maximum climbing height (e.g., 3.9 m).	On-site supervision Constant visual supervision for inversions

Gymnastics—Parallel Bars, Still Rings, Balance Beam, Uneven Parallel Bars

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Parallel bars, grades 4–12 Still rings, grades 4–12 Balance Beam, grades primary–12 Uneven parallel bars, grades 4–12 Facilities and equipment must be inspected on a regular basis (see Facilities page 5). Teacher must check all locking mechanisms before use.	Suitable clothing so that student can move unrestrictedly. Bare feet or running shoes; no sock feet. Remind students to tie shoe laces securely. No jewellery.	Mats must be situated around/ under apparatus as a landing area so that there is no overlap or open spaces. Velcro® mats must be attached. Equipment must be properly secured to floor/ceiling. Ensure there is sufficient space between each apparatus to allow free movement on the apparatus and also sufficient space to dismount.	Students must demonstrate an understanding of the term **spotting**. (See General Procedures.) No inversion is allowed unless instructed by teacher, and a 30.5 cm–60.9 cm landing mat must be in place. Skills must be taught in proper progression. Equipment height must be appropriate for students (e.g., beams at shoulder height maximum, hanging activities at stretch height maximum, support activities on top of bars at shoulder height). If equipment cannot be lowered sufficiently, place additional mats under equipment to achieve desired height.	On-site supervision is required for balance beam and parallel bars and uneven bars. Inversions require constant visual supervision. Constant visual supervision is required for initial teaching on still rings. After initial instruction, and provided no inversion, on-site supervision is required.

Gymnastics—Parallel Bars, Still Rings, Balance Beam, Uneven Parallel Bars *(continued)*

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
General utility mats must be placed to designate landing area (see Gymnastics—General Procedures for mat specifications).				

Gymnastics—Beat Board, Mini-Tramp

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) **Beat Board** General utility mats or hard-side/soft-side landing mat (minimum 10 cm thick), hard side up, must be placed to designate landing area (see Gymnastics—General Procedures for mat specifications). Use manufactured take-off board with carpeted top and non-skid feet, (e.g., Speith-Anderson, Laurentian). Do not use springboards with flat, long take-off area.	Suitable clothing so that student can move unrestrictedly. Bare feet or running shoes; no sock feet Remind students to tie shoe laces securely.	Allow for landings at safe distances away from walls and other equipment.	Introduce beat board activities in a developmental sequence (e.g., take-offs and landings from beat board to mat before beat board to box horse). Combination of beat board and box horse at upper elementary, middle, and senior levels only	On-site supervision

Gymnastics—Beat Board, Mini-Tramp *(continued)*

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
Mini-Tramp Frame and springs/shock cords must be covered by secure protective padding. General utility mats must be placed to designate landing area. Ensure there is no gap between the mini-tramp and the landing surface (see Gymnastics—General Procedures for mat specifications).	Suitable clothing so that student can move unrestrictedly. Bare feet or gymnastics slippers or running shoes Remind students to tie shoe laces securely.	Allow for dismounts at safe distances away from walls and other equipment.	No inversions (e.g., dive rolls, somersaults) Introduce angled bed when student becomes proficient with flat bed activities. Mini-tramp must not be used as a take-off to mount or vault other equipment. Combination of mini-tramp and box horse at upper elementary, middle, and senior levels only	Spotters must be in place around mini-tramp for flat-bed activities. Constant visual supervision

Gymnastics—Box Horse

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) The beat board must not be used with the box horse at the lower elementary level. General utility mats or hard-side/soft-side landing mat (minimum 10 cm thick), hard side up, must be placed to designate landing area. Ensure there is no gap between the box horse and the landing surface (see Gymnastics—General Procedures for mat specifications). Check box horse/ utility box for stability (e.g., does not slide on floor, does not come apart).	Suitable clothing so that student can move unrestrictedly Bare feet or running shoes; no sock feet Remind students to ensure shoe laces are tied securely.	Allow for landing at safe distances away from walls and other equipment.	No aerial somersaults, necksprings, headsprings, or handsprings. The 30.5 cm—60.9 cm landing mat must not be used for landings off the box horse. Set up box horse at suitable height for students (e.g., below shoulder height) and appropriate to activity. The following are appropriate box horse activities at the P–6 level: static balances, landings, and basic vaulting progressions.	On-site supervision

Horseback Riding (English or Western)

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit and phone must be readily accessible. (See Generic Issues.) Use horses suitable for beginner riders. Use appropriate, safe tack, properly fitted to the mounts being used. Tack (girth, stirrups) must be adjusted for each rider and checked by the instructor.	Appropriate riding attire (e.g., boots with heels, loose or stretch pants) Properly fitted riding helmets with chin straps approved by CSA, ASTM, or SEI Bicycle helmets do not provide adequate protection.	Properly maintained, reputable riding establishments Riding areas (indoor or outdoor) with adequate space and good footing, free of potential hazards (e.g., broken gates, roadways) An enclosed area for initial instruction of beginner riders before starting on the trail or larger space	Students must be instructed on safe handling and riding techniques. Students must follow the rules laid out regarding riding areas, treatment of horses, allowable activities, etc. Discuss implementation of Emergency Action Plan with facility staff. Parents must be aware of off-campus activity and mode of transportation used.	On-site supervision by qualified instructor for initial instruction In-the-area supervision after initial instruction and when out on trails Teacher must be present as a support person. Ratio of one qualified instructor to eight riders, maximum

Ice Hockey Secondary level only

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit and phone must be readily accessible. (See Generic Issues.) CSA-approved hockey helmet with cage, gloves, elbow pads, shin pads and throat protector must be worn. All players must wear full hockey equipment. If using regulation hockey puck, full hockey equipment is required. Check sticks for cracks and splinters.	Properly fitting skates	Ice surface must be free from debris and deep ruts.	Skills must be taught in proper progression. Games must be based on skills that are taught. No slap shots. No body contact, stick-on-body contact or stick-on-stick contact. The teacher must modify the game to suit the equipment available and the ability of the students. No goal tender unless all players are fully equipped. All rules must be clearly outlined and enforced.	On-site supervision

In-Line Skating

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) CSA-approved helmet, gloves, elbow pads, kneepads, and wrist guards must be worn.	Teachers must communicate to students and parents/guardians the importance of wearing • a correctly fitting helmet approved by CSA, Snell, ANSI, ASTM, British or Australian standard • elbow pads, knee pads, and wrist guards • properly fitting skates	Skating surface must be dry and free of any obstacles and debris. **On-School Site** Designate a skating area free from traffic and significant inclines. Gymnasiums may be used where suitable. **Off-School Site** Follow all municipal by-law regulations pertaining to in-line skating. Choose routes carefully in terms of length, gravel, pavement, and frequency of traffic.	Parents and students must be informed of the importance of sun protection (see Appendix A). Safety rules must be clearly outlined to students. Emphasize, "Skate safe and always be in control." Provide beginner skaters with their own designated area within the total area provided for the class. This enables beginner skaters to skate without interference from faster-moving peers. Provide all skaters, regardless of ability, basic instruction in motion, stopping, and turning. Skills must be taught in proper progression. Designate skating direction for everyone (e.g., clockwise or counterclockwise). No personal audio players. No racing, chasing, or tag games. Teach skating courtesy: • Skate in the same direction as others. • Skate on the right, pass on the left. • Announce your intention to pass by saying, "Passing on your left."	**On-School Site** On-site supervision **Off-School Site** In-the-area supervision

In-Line Skating *(continued)*

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
		All commercial in-line facilities must meet safety guidelines.	**Off-Site Participation** Students must have mastered basic skills, follow traffic regulations, and yield to pedestrians. Skate with a "buddy." Be aware of emergency procedures in case of injury. Parents must be informed that in-line skating will take students off school property.	

Kinball

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Large inflated ball (e.g., Earthball, Omnikin ball).	No jewellery. Suitable clothing and footwear must be worn.	Playing area must be free from obstruction (e.g., desks, chairs, pianos). All access/exit doors must be closed.	Activities/rules must be modified based on skill level, age, and facilities/equipment available.	On-site supervision

Lacrosse (Soft)

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) "Soft" lacrosse balls must be used. Face mask for goaltender Moulded plastic sticks or aluminum handles	Suitable clothing and footwear must be worn.	The playing area must be inspected regularly and free of debris and obstacles and provide good footing. Holes and severely uneven surfaces must be brought to the attention of the principal, and students must be made aware of them.	Rules must be modified to exclude stick-on-stick, or stick-on-body contact and to prevent accidental contact within 1 m of the gymnasium wall or playground fence. **Only non-contact lacrosse is to be played.** Skills must be taught in proper progression. Games must be based on skills that are taught. Stress student responsibility regarding individual space.	On-site supervision

Martial Arts (Self-Defence)

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Trocellen 5.1 cm mats, wrestling mats, or mats of equivalent compaction rating are required when the activity involves throws or falls. (See Gymnastics—General Procedures for mat specifications.) Mat surface must be clean.	Bare feet and loose, comfortable clothing	Clear, smooth, level and dry floor surface Surrounding area must be free of all obstacles (e.g., tables, chairs, pianos, etc.).	Stress the importance of anticipation, avoidance of risky situations, self-defence tactics, and appropriate aggression. Skills must be taught in proper progression. Warm-up activities must emphasize conditioning and flexibility.	On-site supervision Qualified instructors must deliver the program.

Outdoor Education—General Procedures Backpacking and Camping (Tenting and/or Dorm), Canoeing, Flat-Water Kayaking, and Lake Swimming (Grades 4–12)

General Procedures	Supervision
• All camping, outdoor swimming, canoeing, and/or backpacking trips must be approved by the principal or designate. A designate for the superintendent must sign a detailed application form for all overnight trips. • Approval must include consideration of itinerary, suitability of trip activities to the curriculum, travel time, safety factors, supervision arrangements, age appropriateness (Refer to school board's field trip policy.) • Refer to school board policy related to maximum number of days allowed for outdoor education trips. • Parental consent forms must be on file prior to any student's going on camping/swimming/canoeing/backpacking trip. • Information on parent consent forms must include itinerary, including dates, routes, locations; contacts; relationship of trip activities to curriculum; supervision arrangements; cost per student; behavioural expectations; inherent risks; and, where applicable, parent information meeting. • For all trips requiring transportation, a list of students in each vehicle, drivers, and license plates of the vehicles will be left at the school, and the list will accompany the adults on the trip. • Staff or volunteer drivers must comply with board requirements for insurance. • For overnight trips, students must provide medical information to the chaperone and include health card number and special health information. • Supervisors on trip must have knowledge of any students with medical conditions, with dietary needs with medical implications, and on medication. • Students on vital medication must bring an extra supply, and this medication must be in a clearly marked container and must be in possession of a supervisor. • Supervisors must monitor weather conditions and postpone or modify the trip to ensure safety of all individuals. • Supervisors on trip must have a list of parent contact/emergency contact numbers. • Prior to the trip, teacher(s) must plan how they will access emergency medical care. • Provide students with a list of recommended clothing and personal items suitable for the specific activity.	Camping ratio, grades 4–12, 1:8 Backpacking ratio, grades 4–12, 1:10 Canoeing and kayaking, grades 4–12, 1:8 Both male and female chaperones must accompany mixed groups for overnight trips. A vehicle must be accessible for emergency purposes. Designate a supervisor (e.g., teacher or parent) to transport an injured student to hospital. This must not be the supervisor in charge of the trip. For the purpose of providing first-aid coverage, at least one supervisor must have one of the following: • NLS Lifeguard Certificate • Current first-aid qualifications • RLSS Aquatic Emergency Care Certificate • Canadian Ski Patrol First-Aid Certificate Instructors must possess the appropriate certification (as per board policy).

Outdoor Education—Backpacking Day Trips, Overnight Trips

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) All necessary equipment must be collected and checked out before the trip. Compass Whistle or other signalling device for each person Any necessary medication Nutritious food that does not require preparation and adequate and safe water supply Sun protection and insect repellent Matches in waterproof container	Comfortable and durable flat shoes or boots Clothing in layers, suitable for season Rain gear	Teacher must be familiar with the route. If trip originates from the base camp, a map must be left at the camp. The map of route must be taken on trip and a copy must be left with a supervisor in the school.	Length and difficulty of trip must be commensurate with age and ability of students. Do not travel in darkness except for emergencies. Use a buddy system. Students must be made familiar with the route. Students must be familiar with behavioural expectations. Students must be aware of • emergency procedures • signal to assemble Postpone trip if there is any indication of inclement weather, severe enough to put students' safety at risk. Trip supervisors must be aware of the location of the nearest phone and/or help in an emergency. Trip supervisors must possess any necessary medication for designated students. Food must be hung or in bear-proof containers.	On-site supervision—1:8 ratio for distant overnight hikes, 1:15 for day hikes, 1:15 for local overnight hikes One leader must be assigned to the front and one to the back of the group. (Leaders may be responsible students.) The front and back of the group must be within whistle contact of the supervisor(s) at all times. A vehicle must be accessible for emergency purposes. Designate an adult supervisor to accompany an injured student to hospital. This must not be the in-charge supervisor.

Outdoor Education—Backpacking Day Trips, Overnight Trips *(continued)*

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
				At least one supervisor must have • NLS Lifeguard Certificate OR • Current first-aid qualifications – St. John Emergency First-Aid Certificate OR – Canadian Red Cross Emergency First Aid OR – RLSS Aquatic Emergency Care Certificate OR – Canadian Ski Patrol First-Aid Certificate

Outdoor Education—Camping An extended overnight camping experience in an outdoor environment with students using tents and doing their own food preparation.

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) An emergency communication system must be accessible. Collect and check all necessary equipment before trip. If cooking on stoves, use propane/liquid gas type stove (one per eight students). Flashlight Shovel/trowel Sun protection and insect repellent Waterproof matches	Suitable layers and change of clothing for 1–2 days longer than number days of trip Rain gear No bare feet in campsite area.	Washroom facilities within walking distance Facilities and routes must be commensurate with age and abilities of group.	See Outdoor Education—General Procedures. Use of buddy system must be stressed. Program must be planned in detail with contingency plans for inclement weather. All food items, gum, and cosmetics must be removed from tents at night and kept in bear-proof containers on cars or hung in trees. Review with students behavioural expectations, boundaries for activity, assembly procedures. No open flames near any tents. A process for the accounting of students must be in place. Program activities must be appropriate for the age and skill level of the participants. Students must not use axes. Saws and knives may be used by students under adult supervision.	Ratio of supervisor to students: 1:10, middle level; 1:15, senior high At least one supervisor must have • NLS Lifeguard Certificate OR • Current first-aid qualifications – St. John Emergency First-Aid Certificate OR – Canadian Red Cross Emergency First Aid OR – RLSS Aquatic Emergency Care Certificate OR – Canadian Ski Patrol First-Aid Certificate

Outdoor Education—Camping An extended, overnight camping experience in an outdoor environment with students using tents and doing their own food preparation. *(continued)*

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
Each leader must have a whistle or other signalling device. Nutritious food that does not require preparation and adequate and safe water supply				At least one of the leaders must have tent-camping experience. Constant visual supervision when filling and lighting camp stoves On-site supervision for other activities A vehicle must be accessible for emergency purposes. Designate an adult supervisor to accompany an injured student to hospital. This must not be the in-charge supervisor.

Outdoor Education—Canoeing Pools, Base Camp Canoeing

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) No aluminum canoes are to be used in pools. Paddles and canoes must be checked for cracks, splinters, and leaks. Correctly fitting and Transport Canada-approved PFD/life jackets, with whistle attached, must be worn for canoeing. Sun protection and insect repellent	Students must wear clothing that is appropriate for canoeing.	Water conditions must be appropriate for the skill level of the group.	A prerequisite for open-water canoeing must occur in a pool, shallow water, or sheltered bay setting, and the student must demonstrate basic competence in • power stroke • J stroke • sweep stroke • draw stroke • backwater stroke • proper entry/exit from canoe • self-rescues into dry and/or swamped canoes • canoe-over-canoe rescue procedures • synchronized strokes, positioning of paddlers, and packing the canoe Prior to canoeing the students must complete the following swim test: • Swim 100 m continuously, any stroke. • Tread water for three minutes. • Put on life jacket/PFD in water. • Demonstrate the help/huddle position. Supervisors must be aware of the weather forecast, especially wind conditions. Canoeing must be cancelled in adverse conditions.	Instructor must possess a Level I Lakewater Canoeing Certificate or equivalent. On-site supervision when students are canoeing Ratio of supervisor to students is 1:10. At least one supervisor must be an instructor. A vehicle must be accessible for emergency purposes. Designate a supervisor (e.g., teacher or parent) to transport an injured student to hospital. This must not be the supervisor in charge of the trip.

Outdoor Education—Canoeing Pools, Base Camp Canoeing *(continued)*

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
				At least one supervisor must have • NLS Lifeguard Certificate OR • Current first-aid qualifications – St. John Emergency First-Aid Certificate OR – Canadian Red Cross Emergency First Aid OR – RLSS Aquatic Emergency Care Certificate OR – Canadian Ski Patrol First-Aid Certificate A rescue craft must be accessible while students are canoeing.

Outdoor Education—Canoe Tripping Travelling in groups by canoe through wilderness or semi-wilderness areas for a period of time, which includes at least one overnight camp.

White-water canoeing and white-water kayaking are not appropriate in-class activities at any level.

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Paddles and canoes must be checked for cracks, splinters and leaks. Three paddles per canoe Water proof matches 8 m length of rope Repair kit for canoe Appropriate canoe tripping packs Bailing device Sun protection and insect repellent Flashlight	Proper-fitting and Transport Canada-approved life jacket/PFD with whistle attached, must be worn properly done up at all times while on the water. Rain gear Appropriate clothing layers Dry change of clothing	Route must be appropriate to age/ability of students. Supervisors must not plan trip through white water.	All candidates for participation in a school canoe trip must meet the minimum guidelines in each of the areas as outlined below: **Water Safety** Prior to canoeing the students must complete the following swim test: • Swim 100 m continuously, any stroke. • Tread water for three minutes. • Put on life jacket in water. • Demonstrate the help/huddle position. **Canoeing Skills** The candidate must demonstrate basic competence in performing the following skills: • power stroke • J stroke • sweep strokes • draw stroke • backwater strokes • proper entry/exit from canoe • self-rescues into dry and/or swamped canoes • canoe-over-canoe rescue procedures • synchronized strokes • packing a canoe • portaging techniques The person in the stern must have mastered the J stroke.	At least one supervisor must have a Level II Canoe Tripping certification or equivalent. If the group is divided into two trips, then two supervisors must have qualifications. Student/staff (supervisor) ratio must be 1:8. Supervisors must demonstrate competencies in water safety, canoeing skills, and related areas as required for students. At least one supervisor must have • NLS Lifeguard Certificate OR • Current first-aid qualifications – St. John Emergency First-Aid Certificate

Outdoor Education—Canoe Tripping Travelling in groups by canoe through wilderness or semi-wilderness areas for a period of time, which includes at least one overnight camp. *(continued)*

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
Emergency communication system where feasible Water purification method			Students must be instructed on how to handle unexpected wind and wave conditions. **Related Areas** Candidates must be familiar with • basic first aid and treating hypothermia • personal camping: suitable clothing and canoeing equipment and repairs • camping skills and safety • environmental concerns • use of a compass • map reading Postpone the trip if there is any indication of inclement weather or cold water conditions severe enough to put students' safety at risk. A trip itinerary must be completed and filed with an appropriate school official. An emergency action plan must be developed and communicated to all involved with the trip.	OR – Canadian Red Cross Emergency First Aid OR – RLSS Aquatic Emergency Care Certificate OR – Canadian Ski Patrol First-Aid Certificate At least one supervisor must have experience with • bug season • cold-water rapids (recognize inherent danger and ways to avoid) • cooking over open fire without a grate • camp craft waterproofing methods during wet weather

Outdoor Education—Canoe Tripping Travelling in groups by canoe through wilderness or semi-wilderness areas for a period of time, which includes at least one overnight camp. *(continued)*

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
				At least one supervisor must have general knowledge of the area. A systematic pattern for group travel and communication must be established. For all overnight trips, two staff/adult supervisors are required as a basic minimum. Where male and female students participate on a trip, both male and female supervisors are required.

Outdoor Education—Flat-Water Kayaking Pool, Base Camp Kayaking

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Kayak paddle Kayak with adequate flotation in nose and stern to prevent the kayak from sinking when full of water Paddle and kayak must be checked for cracks, splinters or leaks. Sun protection and insect repellent	Students must wear clothing that is appropriate for open-water kayaking. Correctly fitting and Transport Canada-approved PFD/life jacket, with attached whistle, must be worn for open-water kayaking.	Water conditions must be appropriate for the type of kayak being used and the skill level of the group. (Flat water involves paddling on lake water or river where no rapids exist and eddies are very slight.)	As a prerequisite for open-water kayaking the student must demonstrate basic competence in • launching kayak • getting in and out • emptying the kayak (beach and dock) • T-rescue • wet exit • forward stroke • back stroke • front sweep • back sweep • stopping • draw stroke • bracing This can be done in a pool, shallow water, or sheltered bay. Prior to kayaking the students must complete the following swim test: • Swim 100 m continuously, any stroke. • Tread water for three minutes. • Put on life jacket in water. • Demonstrate the help/huddle position.	On-site supervision Ratio of supervisor to students must be 1:10. At least one supervisor must be an instructor. Instructor must possess Flatwater Instructors Kayaking Certification or equivalent. At least one supervisor must have • NLS Lifeguard Certificate OR • Current first-aid qualifications – St. John Emergency First-Aid Certificate OR – Canadian Red Cross Emergency First Aid OR – RLSS Aquatic Emergency Care Certificate

Outdoor Education—Flat-Water Kayaking Pool, Base Camp Kayaking *(continued)*

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
				OR – Canadian Ski Patrol First-Aid Certificate A rescue craft must be accessible while students are kayaking on open water.

Outdoor Education—Lake Swimming

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Whistle or other signalling device for person in charge Throw Line Reaching assists Spinal Board Blanket Salt Rescue boat/craft	Appropriate swimming attire	Swimming area must be • clearly marked • free from hazards • of suitable water temperature • reasonably clean and clear Do not swim in fast-moving rivers or streams. Prior to the trip, check with local authorities whether water is safe for swimming.	Parents must give written permission for their child to be involved in any swimming activity. Non-swimmers must be identified and observed. Students must be made aware of all rules and regulations associated with the swimming area. Swim only in designated area; no distance swims. A counting system must be used at regular intervals (e.g., number students and every 10 minutes blow whistle and have them count off or buddy system). Do not swim if there are any indications of threatening weather. Do not swim after dark. Lifeguard(s) must be clearly visible to all swimmers. An emergency action plan must be in place. In an emergency situation, the lifeguard is in charge. Students must not rely on flotation devices, unless it is a PFD. Duration of swim should depend on type of swimmers, condition of atmosphere, condition of water, time of day.	One supervisor must have current certification, for example • National Life Guard Services Lifeguard Certificate Waterfront option OR • NLS pool with two years waterfront experience Lifeguard to swimmer ratio must be 1:25. In addition to the lifeguard(s) (1:25) there must be at least one adult supervisor providing on-site supervision. A vehicle must be accessible for emergency purposes. Designate a supervisor (e.g., teacher or parent) to transport an injured student to hospital. This must not be the supervisor in charge of the trip.

Outdoor Education—Lake Swimming *(continued)*

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
			Diving is allowed only in designated safe areas and only for students who demonstrate competent diving skills to the instructor. All diving must be forward dives from heights less than 1 metre.	

Outdoor Education—Rock and Rope Climbing, Fixed Face, and Rappel Towers

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Ropes and associated climbing equipment designed specifically for rock climbing Ropes must be minimum 10.5 mm diameter and constructed for rock climbing. Helmets must be worn (rock climbing only). Use a mechanical belay system instead of a body belay (e.g., stitch plate with spring, munter hitch, figure 8, gri gri, ATC, Tuber type of belay device) Check equipment and test ropes before use.	No loose clothing may be worn. Students must be able to move freely. Appropriate footwear must be worn.	Area for climbing must be appropriate for ability levels of the students and previously climbed by instructor/ supervisors.	No lead climbing or protection placement. Emergency action plan must be designed and communicated to all involved in the program. Safety procedures must be clearly outlined to students. Skills must be taught in proper progression. Instructor/leader must be familiar with the climbing area. Climbs must not be attempted on slippery and/or wet rocks. Unless tied in, students must stay clear of the top edge of the rock face. Completed medical forms must be accessible at all times. All equipment must be inspected by the instructor prior to the climb. All equipment must be inspected by the instructor prior to the climb.	Instructor/supervisor must have a minimum Level I, rock climbing certification or equivalent certification. Supervisor/student ratio must be a maximum of 1:8. Teacher must accompany students to the site and remain on site for the instruction if a person other than the teacher is doing the instructing. A suitable means of transporting an injured climber must be accessible.

Outdoor Education—Sailing

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Equipment supplied by a local sailing school must have been inspected for defects. Students must check all personal safety equipment prior to use for any defects.	Students must wear proper shoes with a nonslip sole (running shoes minimum). One life jacket/ PFD, with whistle attached, per student No loose-fitting clothing may be worn.	All facilities must have designated sailing areas.	Prior to water activities students must complete the following swim test: • Swim 100 m continuously, any stroke. • Tread water for three minutes. • Put on a life jacket in the water. • Demonstrate the help/huddle position. Instructors must take weather and water conditions into consideration. Parent permission for participation is required. Life jackets/PFDs must be worn at all times on the water. Students must know and obey acceptable guidelines of behaviour while in the boats. Skills must be taught in the proper progression. Safety procedures and an emergency action plan must be clearly outlined to students. Prior to activity, classroom sessions must provide students with knowledge base necessary to sail safely.	Certified instructors must be present to instruct the course. Teacher must be present and accompany students to and from facility. One motorized safety boat must be present for every eight sailboats. On-site supervision

Outdoor Education—Winter Camping

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Waterproof matches A lightweight camp stove A four-season sleeping bag or equivalent Ground sheet or therma-rest/ insulation pad for under sleeping bag Safe heating devices All equipment must be checked prior to use. An emergency communication system must be accessible.	Appropriate clothing for weather conditions Dry change of clothing Layering clothing principles must be taught. Whistle/sounding device for each student	Facilities/site must be consistent with age and experience of campers.	Parent permission for participation is required. Students must receive instruction in the prevention and treatment of hypothermia/ frostbite. Students must be instructed in outdoor winter survival techniques. A systematic pattern for group travel and communication must be established. A complete trip itinerary must be left in the school. Supervisors must check heat sources and monitor their use.	On-site supervision Instructor/supervisors must have previous winter camping experience. At least one supervisor must have St. John Emergency First Aid or equivalent. A vehicle must be accessible for emergency purposes. Designate a supervisor (e.g., teacher or parent) to transport an injured student to the hospital. This must not be the supervisor in charge of the trip. **Supervisor/Student Ratios** 1:8 for distant overnight camping 1:15 for local overnight camping

Parachute

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Check that the parachute is in good condition.	Suitable clothing and footwear must be worn.	The playing area must be free of all obstacles.	Do not play games where any body part is put through the hole in the chute. Proper skill progression must be taught before games are introduced.	On-site supervision Teachers must maintain constant visual supervision with primary children.

Racquet Sports—Paddleball, Handball, Racquetball, and Squash

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Students wearing eyeglasses are to wear appropriate eye protection (e.g., shatterproof glass). Use balls that are appropriate to the skill level of players (e.g., tennis balls, foam balls or vinyl balls). Paddleball racquets must be equipped with a thong that is worn around the wrist. Inspect racquets to ensure there are no sharp edges or torn frames. Protective eyewear must be made available to students for use.	Suitable clothing and footwear No hanging jewellery.	Court boundary lines must be clearly defined. A safety procedure must be established for side-by-side courts. Playing area must be free from debris and obstructions and provide safe footing.	When teaching skills and playing, there must be adequate spacing for each player to make an uninterrupted swing. The code of etiquette for court play must be taught and enforced (e.g., let calls and not entering a court in use). No more than four players to a playing area for handball and paddleball. Skills must be taught in proper progression. Games must be based on skills that are taught. For squash, only singles may be played unless a proper doubles court is available.	With initial instruction, on-site supervision is required. After instruction, in-the-area supervision is required.

Racquet Sports—Tennis, Badminton, Pickleball, Paddle Tennis

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Racquets must be inspected regularly for breakage and to ensure proper grip. Protective eyewear must be made available to students for use.	Suitable clothing and footwear No hanging jewellery.	Court boundary lines must be clearly defined. A safety procedure must be established for side-by-side courts. Playing area must be free from debris and obstructions and provide safe footing.	Skills must be taught in proper progression. Games must be based on skills that are taught. Activities/skills must be modified to the age and ability level of the participants. The code of etiquette for court play must be taught and enforced (e.g., not entering a court being used). When teaching skills and playing, adequate spacing must be allowed for each student to make a free and uninterrupted swing.	With initial instruction, on-site supervision is required. After instruction, in-the-area supervision is required. Setting up of equipment requires on-site supervision.

Ringette (On Ice)

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit and phone must be readily accessible. (See Generic Issues.) Regulation rubber quoit Use only regulation ringette sticks. Sticks must be checked regularly for cracks. CSA-approved hockey helmet with cage must be worn. Gloves must be worn.	Properly fitting skates	Ice surface must be free from debris and deep ruts.	A player's stick must never be above the waist. No body contact, stick-on-body contact, or stick-on-stick hacking. Penalties for stick infractions must be strictly enforced. Implement a crease for the protection of the goalie. No other player or player's stick is to be allowed in crease. The goalie must remain in the crease area. Skills must be taught in proper progression. Games must be based on skills that are taught. Modify the games to suit the ability of students.	On-site supervision

Rugby

Tackle rugby is not a recommended activity below the senior high level. Written permission from a school board official may be required.

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Regulation rugby balls or footballs Mouth guards for contact rugby	Metal or composite cleats must not be worn in class. Suitable clothing and footwear must be worn.	Goal posts must be padded if in field of play. Playing area must be free from debris and obstructions, provide suitable footing, and be well removed from traffic areas. Holes and severely uneven surfaces must be brought to the attention of the principal, and students must be made aware of them. Use collapsible flags or soft pylons to mark corners, mid-line, and 22 m line.	Modify rules to accommodate ability/age/physical development (e.g., non-contact rugby). Full contact may be allowed only if • participation is completely optional • students are free to withdraw from activities they feel unprepared for • students have been physically prepared for contact rugby • students wear mouth guards Skills must be taught in proper progression. Games must be based on skills taught.	On-site supervision

Scoopball

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Scoops and scoop balls must be in good playing condition (e.g., no cracks and/or chips) Goalie must wear a protective mask.	Suitable footwear and clothing No hanging jewellery.	Playing area must be free of obstructions, including tables/chairs.	Proper skill progression must be taught before games are introduced, and the games must be based on skills taught. No intentional contact (e.g., body to body or scoop to body). Stress student responsibility regarding the need for individual space. If a goalie is used in a game situation, a crease must be implemented—see Ball Hockey.	On-site supervision

Scooter Boards

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Scooter boards must be in good repair (e.g., no cracks, broken-off edges, or loose wheels).	No bare feet, no sock feet. No hanging jewellery or loose-hanging clothing (e.g., belts and scarves). Tie back long hair if student is lying on scooter.	Area must be free of obstructions including excess equipment around perimeter (e.g., tables, chairs, mats, boxes). Establish boundaries or use protective mats in order to eliminate protrusions (e.g., handles on stage storage doors).	Stress with students that scooter boards are not to be used like skateboards. In relay-type activities, allow room for a slow-down or run-off area. Games must be based on skills that are taught, and these skills must be taught in a logical progression. Scooter-to-scooter intentional contact must be discouraged. In scooter soccer and scooter hockey, intentional scooter-to-scooter contact and high swings with legs and sticks must be discouraged. Running and diving onto or standing on scooter boards is not permitted.	On-site supervision

Scuba Diving

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit and phone must be readily accessible. (See Generic Issues.) Certified equipment must be used and must be checked before every class.	Suitable swim wear	School or community pool **Backyard pools must not be used.**	Instructor must have, in writing, history of diabetes, asthma, heart condition, convulsions, epilepsy, frequent ear infections, or any other medical problems that may affect the students' safety in the water. All students must remain in the shallow end with buddies unless accompanied by an instructor. A classroom session must be taught in order that students are familiar with equipment and safety procedures. Skills must be taught in the proper progression. In-class theory sessions and an open-water dive are required for certification. Parent permission for participation is required.	Teacher must accompany students to the pool and remain in the area during instruction. Certified scuba instructors must be present in the ratio of 1:10 students. A qualified lifeguard must be on deck (see Aquatics). Constant visual supervision Instructor must be certified by one of the following: • The Association of Canadian Underwater Councils (ACUC) • National Association of Underwater Instructors (NAUI) • Professional Association of Diving Instructors (PADI)

Skating (Ice)

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit and phone must be readily accessible. (See Generic Issues.) If the school is not bringing a kit to the arena, ensure that the arena manager has a kit accessible and know its location. CSA-approved helmet must be worn.	Teachers must communicate to students and parents/guardians the importance of • wearing a CSA-approved hockey helmet • wearing properly fitted skates • wearing gloves or mitts • transporting skates safely If skating outside, dress for weather conditions.	Before skating on outdoor ponds, ice safety must be determined with absolute certainty. Contact local authorities for information.	Parents and students must be informed of importance of sun protection when outdoor skating (see Appendix A). Students and parents must be made aware of the need for extra caution and control on the ice, including common procedures such as skating in same direction during a free skate. Discuss how to recognize and treat frostbite (outdoor skating). Parents must be informed, by letter, of their child's involvement in skating and the importance of wearing a helmet and proper hand covering. Implement a process for identification of skating skill levels. Provide ice space for beginner skaters separate from accomplished skaters for a period of time. Activities must be appropriate to the skill level of the students. Skills must be taught in proper progression. A portion of the ice time must be used for instruction. Games must be based on skills that are taught. Stress skating technique, not speed, in all games, challenges, and drills. Tag-type games, racing, and crack-the-whip must be avoided.	On-site supervision

Skiing (Alpine)/Snowboarding Grades 4–12 only

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit and phone must be readily accessible. (See Generic Issues.) All bindings must be in working order and set to the proper tension. All bindings must meet with current approved guidelines. When renting equipment, boards, skis, and poles of the proper length must be selected for each student. The edges and bases must be in good repair. Boots and bindings must be thoroughly compatible.	No long scarves Long hair must be tied back or tucked in Clothing must be adequate for winter out-of-doors activity.	Only commercially operated ski facilities with suitable teaching areas (gentle slopes) must be used. The area must be patrolled by members of a recognized ski patrol. Define the skiing area to the students so they are aware of the boundaries for activity.	Students must be taught the importance of skiing/snowboarding in control at all times. Students must not be doing hot-dogging or jumping activities. Students must be thoroughly familiar with alpine safety rules (including lift procedures) and the role of the ski patrol. Prior to activity, discuss proper clothing and how to recognize and treat frostbite and hypothermia. Parents must be informed by letter of their child's involvement in skiing and be made aware of the importance of suitable clothing and equipment. Parents and students must be informed of the importance of sun protection (see Appendix A). The teacher must be aware of students with a history of medical ailments (e.g., asthma, seizures, heart conditions, severe allergies). All students must be tested and grouped appropriately as determined by a qualified ski instructor. Those identified by the instructor as needing instruction must participate in a lesson.	In-the-area supervision Duties of the supervisors must be clearly outlined including circulating to all hills that students are using for skiing and snowboarding. A vehicle must be accessible for emergency purposes. Designate a supervisor (e.g., teacher or parent) to transport an injured student to hospital. This must not be the supervisor in charge of the trip. Supervisor/student ratio, 1:8

Skiing (Alpine)/Snowboarding Grades 4–12 only *(continued)*

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
If equipment is borrowed, bindings must be inspected and adjusted by a knowledgeable equipment technician on site. Helmets must be worn at all times. An emergency action plan must be established.			Students must ski in areas identified as appropriate by the qualified ski instructor and must be supervised in those areas. The qualified ski instructor also identifies which ski trails students may **not** ski on. Only those students identified by the qualified instructor may use snowboards. Students' own equipment must be inspected.	

Skipping

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Ropes of appropriate length for size and ability of students	No jewellery. No bare feet. Suitable clothing and footwear	Area must be free of obstructions to enable safe movement.	Skills must be taught in proper progression.	In-the-area supervision

Snorkelling

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit and phone must be readily accessible. (See Generic Issues.) Equipment must be checked to ensure that mask fits properly and is watertight and snorkel tube fits mouth and is unobstructed. Fins, if worn, must fit properly.	Suitable swim attire	School or community swimming pool **Backyard pools must not be used.**	Students must be familiar with emergency procedures relating to the pool facility. Skills must be taught in proper progression. Prior to water activities the students must complete the following swim test: • Swim 100 m continuously, any stroke. • Tread water for three minutes.	**Teacher Instructor** Ratio 1:10 Teachers with current certification can provide snorkelling instruction in the pool without an additional lifeguard. **Non-Teacher Instructor** Ratio 1:10 Non-teacher instructor must be certified by one of the following: • The Association of Canadian Underwater Councils (ACUC) • Snorkelling Instructor's Program (ACUC) • National Association of Underwater Instructors (NAUI) • Professional Association of Diving Instructors (PADI) Accompany students to the pool and remain in the area during instruction.

Snorkelling *(continued)*

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
				Where the non-teacher instructor is not NLS qualified, there must an NLS-certified lifeguard present.

Soccer

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Outdoor soccer balls must not be used indoors for games or shooting on goalie, but may be used for indoor drills. Nerf® balls or indoor soccer balls are to be used for indoor soccer games. Moveable outdoor goals must be anchored in the ground.	No metal or moulded cleats are permitted. Suitable footwear and clothing must be worn.	Outdoor playing area must be free from debris and obstructions, provide suitable footing, and be well removed from traffic areas. Holes and severely uneven surfaces must be reported to the principal, and students must be made aware of them. Indoors: Keep the gymnasium free of hazards (e.g., tables, chairs).	Slide tackling must not be used. Skills must be taught in proper progression. Game activities must be based on skills that are taught. Limit time spent on heading drills. For indoor soccer, a goal crease must be established, and no other player except the goalie is allowed in the crease.	**Outdoors and Indoors** On-site supervision

Softball and T-Ball Softball Lead-up Games

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Catcher's mask Slow-pitch balls or restricted flight balls only Bats must be uncracked with an adequate grip. For soccer baseball or volley-baseball, do not use bat.	Suitable footwear and clothing must be worn. No metal or moulded cleats	The field must be inspected for hazards: holes, glass, rocks, and slippery, muddy spots. The field of play must never be located near an open roadway onto which an active player might run. If more than one activity is going on, ensure a safe distance between the activities. Holes and severely uneven surfaces must be reported to the principal, and students must be informed of them.	If an umpire is used, he/she must not be positioned behind home plate. He/she must stand behind the pitcher, behind the screen, or outside the baselines. Skills must be taught in proper progression. Games must based on skills that are taught. Only slow-pitch balls or restricted flight balls are to be used for in-class softball. Fast-pitch softball must not be played in class. Back catcher is located a safe distance behind home plate. Catcher is not intended to catch the pitch but rather to retrieve the ball. Only a back catcher (not a catcher) may be used for in-class softball. Back catcher must wear a mask. Players must be taught to lay down or drop the bat after hitting not release it during the follow-through of the swing. To avoid dangers of a slipped bat, non-fielding players must stand well back of the batter's box or behind a screen or fence. (Keep fingers away from screen.) No sliding is allowed. Use a force play rule at all bases, including home plate. Teach batters to use proper grip (not cross handed).	On-site supervision

Softball/Lob Ball/3 Pitch Junior and Senior High

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Bats must be uncracked with an adequate grip. Catcher must wear a mask with throat protector and chest protector. If using a regulation soft ball, batters and base runners must wear helmets. Safety base at first base	Suitable footwear and clothing must be worn. No metal cleats are allowed.	The field must be inspected for hazards: holes, glass, rocks, and slippery, muddy spots. The field of play must never be located near an open roadway onto which an active player might run. If more than one activity is going on, ensure a safe distance between the activities. Holes and severely uneven surfaces must be brought to the attention of the principal, and students must be informed of them.	Student umpires must not be positioned behind home plate; they must stand behind the pitcher or the screen or outside the base lines. Skills must be taught in proper progression. Games must be based on skills taught. All plays at home plate must be force plays. Use a commitment line on the third base line. Players must be taught to lay down or drop the bat after hitting, not release it during the follow-through of the swing. To avoid dangers of a slipped bat, non-fielding players must stand well back of the batter's box or behind a screen or fence. (Keep fingers away from screen.)	On-site supervision

Table Tennis

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Regulation-size paddles and table tennis balls are required. Tables and paddles must be in good condition.	Suitable footwear and clothing must be worn.	There must be room for mobility around tables. Floor surface must be smooth, level, and dry. Playing area must be free of all obstacles.	There must be a careful routine for set-up and dismantling of tables with direct teacher instruction. Skills must be taught in proper progression. Game activities must be based on skills that are taught.	On-site supervision during set-up and dismantling of tables In-the-area supervision during play

Team Handball

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Use a Nerf® soccer ball or soft utility ball or soft volleyball. Use ball hockey nets, indoor soccer nets, pylons or wall mats for goals. If regulation team handball nets used, they must be safely stored when not in use.	No jewellery. Suitable clothing and footwear	Outdoor and indoor facilities must be free from obstructions and provide safe footing.	No body contact. Crease area must be clearly identified if using a goalie (e.g., full key area). Only the goaltender is allowed in the crease area. Skills must be taught in proper progression, and games must be based on those skills. Activities and rules must be modified based on age and ability of students and facilities/equipment available.	On-site supervision

Tetherball

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Tetherball must be in good repair, with properly working connections at ball and at pole. Rope must be in good repair and without excessive fraying. Check pole periodically. A pole with a severe lean or that is loose at the base must be repaired.	Suitable footwear and clothing for unrestricted movement No hanging jewellery.	Tetherball poles must be situated away from traffic areas and areas where other games are played (e.g., volleyball, four square, basketball).	Students require instruction in skills and rules before the game is played. Tetherball games must not be played in slippery, wet conditions.	In-the-area supervision Tetherball must be set up by an adult or a student under adult supervision.

Tobogganing

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit and phone must be readily accessible. (See Generic Issues.) See Appendix A, Sample Letter to Parents/Guardians, regarding bringing equipment for use in class. Toboggan must be in good repair with no jagged edges.	Clothing must be appropriate for outdoor activity. Hats and gloves must be available for use.	For any site, students must be made aware of the boundaries for activity. When choosing a site, sun, wind, and snow conditions, as well as suitability of terrain, must be taken into consideration. An appropriate site must be close to warmth, food, and other facilities. The hill and run-out section at bottom of hill must be free of obstacles.	Discuss frostbite and hypothermia and how to recognize and treat them. Parents and students must be informed of the importance of sun protection. Emergency procedures must be established and communicated to the students. Only seated use of toboggans is allowed. No pushing or running up sliding area. No jumping in front of descending toboggans. No overloading of equipment. There must be a safe distance between toboggans. A safe procedure for students to clear bottom area and to return to top of hill must be established. Teachers must be aware of students with a history of asthma and other respiratory problems. Parents must be made aware if this is an off-site activity.	On-site supervision If dividing class into groups, duties of supervisors for each group must be clearly outlined. There must be a designated supervisor (teacher, parent, or responsible adult) with a vehicle to accompany an injured student to hospital. This must not be the in-charge supervisor.

Track and Field—Discus

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Wood/metal and rubber disci must be of a size appropriate for the age, sex, and physical maturity of the student. Discus must not be cracked, chipped, or otherwise damaged and must be checked regularly. Towel/rag to dry discus	Suitable clothing and footwear must be worn.	The throwing area must be free of obstacles and completely closed to traffic. (No other activity may be located in the area where discus is taking place.) The landing area must be well marked and void of people during the activity. The discus circle/area must provide safe footing.	Skills must be taught in proper progression. Students not throwing must be behind thrower in a marked-off area that is a minimum 5 m away. Instruct students in safe throwing and retrieving procedures. Where there is more than one thrower, they must stand a safe distance apart on the throwing line. Only throwers are allowed to have a discus. No turning (spinning) more than 90 degrees in the throwing action in class unless the area is protected. Instruction must be given in safety prior to teaching and practice. Use a towel to dry a wet discus.	Constant visual supervision

Track and Field—Javelin

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Javelins must be of a size appropriate for the age, sex, and physical maturity of the student. Javelins must not be cracked, bent, or otherwise damaged and must be checked regularly. Towel/rag to dry javelin	Suitable clothing and footwear must be worn.	The throwing area must be free of obstacles and completely closed to traffic. (No other activity may be located in the area where javelin is taking place.) The landing area must be well marked and void of people during the activity. The javelin throwing run way must provide safe footing.	Skills must be taught in proper progression. Students not throwing must be behind the thrower in a marked-off area that is a minimum 5 m away. Instruct students in safe throwing and retrieving procedures. Where there is more than one thrower, they must stand a safe distance apart on the throwing line. Only throwers are allowed to have a javelin. Instruction must be given in safety prior to teaching and practice. Use a towel to dry a wet javelin. No gallery/spectators are allowed at the end of the field. Spectators should be present only from the point of delivery.	Constant visual supervision

Track and Field—High Jump

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) The landing area must be adequately covered with a minimum of one jumping pit with a minimum size of 1.5 m x 3 m x 30.5 cm on top of a layer of general utility mats that cover the bases of the poles on the landing side and extend beyond the jumping pit. Two jumping pits used side by side must be of the same thickness. Do not use metal cross bars.	No bare feet or socks without shoes. Suitable footwear and clothing No jewellery.	Indoor and outdoor approach area must be clear, smooth, dry, and traffic-free. For indoor jumping ensure that the floor provides a suitable surface to prevent slipping.	If using student bar monitors, they must stay in front and off to the side of the standards at all times. Stress progressions and technique rather than competition. Stress short, controlled approach (e.g., between three and nine steps). If student is using "back layout," encourage take-off closer to the nearest upright on approach. Ensure that landing mats and Velcro® mats are firmly secured and do not slide when landed upon by jumper. It is advisable that any teacher who is unfamiliar with high jump technique seek assistance from appropriate support staff and/or refrain from using the equipment until help is received.	Constant visual supervision Following initial skill instruction and after all safety concerns have been emphasized, on-site supervision is appropriate at the secondary level.

Track and Field—High Jump (continued)

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
Bamboo poles must be tape wrapped before use. Fibreglass poles are a good alternative. Check bamboo and fibreglass poles for cracks before use. Check p[illegible] regularly for damage.				

Track and Field—Hurdles

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Use "scissor" hurdles, light hurdles, or loose crossbars for classroom instruction. Check hurdle crossbars for splinters before use.	No track spikes. Suitable clothing and footwear must be worn.	Activity in appropriate area that provides a clear flat surface	Instruct students on how to set up equipment properly. Modify heights and distances to accommodate different ability levels. Skills must be taught in proper progression.	On-site supervision

Track and Field—Shot Put

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Only shots designed for indoor use can be used in the indoor program. Shot must be of appropriate size and weight for age and strength of student. Towel/rag to dry shot	Suitable clothing and footwear must be worn.	Putting circle must provide safe footing. Landing area must be well marked and void of people during activity.	There must be only one specified putting direction, completely free of traffic. Establish safe routines for putting and retrieving shots. Skills must be taught in proper progression. All shots must be safely transported to and from the throwing area. Teach "standing" shot put technique (no spin) or O'Brien technique (backwards slide plus 180 degree rotation) in class. Students waiting a turn must be in a marked-off area a minimum of 4 m behind the circle. Use a towel/rag to dry a wet shot.	Constant visual supervision Following initial instruction after all safety concerns have been emphasized, on-site supervision is appropriate.

Track and Field–Triathlon Running, Cycling, Swimming (See also Outdoor Education—Lake Swimming.)

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit and phone must be readily accessible. (See Generic Issues.) Correctly fitting bicycle helmets approved by CSA, Snell, ANSI, ASTM, British or Australian standard Bikes must be inspected and checked on a regular basis before they are to be used by the students. Bicycle size must be appropriate for the rider.	Suitable footwear and clothing must be worn. Appropriate swim wear for swimming Proper running shoes in good condition must be worn for distance training.	School or community pools **Backyard pools must not be used.** Choose routes carefully in terms of the length, road surface, and frequency of traffic. A map of the routes must be available in school and for students.	Training must be done with a partner in all three events. Students must be aware of an emergency procedure in case of an accident. A record of students running and cycling and the route they will be travelling must be left in the school with the appropriate staff. Skills must be taught in proper progression. Modify length of routes and swims to accommodate training and differences in age, ability, physical development. The instructor must consider the weather conditions, (wind, cold, heat, rain) when training for the activities. Students with medical problems must not be involved in this vigorous type of training.	In-the-area supervision is required for cycling and running. On-site supervision by qualified swim instructors/ lifeguards is required during the swimming portion. A maximum 25 students per qualified NLS lifeguard/ instructor (pools and lake) or teacher with current OTAS certification or equivalent (for pool instruction situations only) A person with current first-aid certification must be accessible.

Track and Field—Track Events Sprints (Grades P–12), Middle Distance (Grades 4–12), and Long Distance (Grades 7–12)

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Plastic or aluminum relay batons	Spikes of any kind must not be worn. Suitable footwear and clothing must be worn. No bare feet.	Outdoor areas designated for running must be clearly marked, away from other activities, and checked for hazards and must provide safe footing. All tracks must be inspected annually and maintained as necessary. Blacktop strips and open fields may be used if areas are suitable, smooth, clean, and level and provide safe footing.	The skills associated with running must be taught in a progression of developmental steps. Proper warm-ups and cool-downs must be included in all in-class sessions. For distance running, the length of run must be modified to be appropriate to the age and ability level of the participant. Take into account • temperature of the day • previous training and length of preparation Parents and students must be informed of the importance of sun protection (see Appendix A).	On-site supervision for sprints and relays In-the-area supervision for middle and long distance (400 m, 800 m, and 1500 m, and 3000 m relays) When running the above distances, students may be temporarily out of sight. Students should run in pairs or groups.

Track and Field—Triple Jump and Long Jump Triple Jump (Grades 4–12); Long Jump (Grades P–12)

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Rake Shovel or Spade	Suitable clothing and footwear No spikes of any kind. No bare feet.	Pits must be situated away from high traffic areas and other activity sites (e.g., ball diamonds). Pit minimum width is 1.8 m, and it should be long enough to accommodate the longest jumper. There must be a minimum of 0.50 m between the takeoff board and the front edge of the pit. Landing area must be filled with sand to a minimum depth of 30 cm and have no foreign objects. Pit must be filled with sand to a minimum depth of 30 cm.	Refrain from jumping if there are slippery conditions. Skills must be taught in a developmental sequence (e.g., short five-step approach and build up to 15- to 17-step approach). If students are rakers they must be trained. As part of training, include rules such as • remove rake before next competitor begins approach and hold rake prongs downward • begin raking after competitor is out of pit • rake sand into the middle as opposed to out to the sides Modified indoor practice areas should include a short runway, designated takeoff area, and mats for landing area.	Constant visual supervision during initial lessons On-site supervision after skills have been taught

Track and Field—Triple Jump and Long Jump Triple Jump (Grades 4–12); Long Jump (Grades P–12) *(continued)*

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
		Dig pit at least once a season and after heavy rainfall. Take-off area must be firm and flat and swept if blacktop.		

Ultimate Frisbee

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Disc must be commensurate with the ability level of students and the wind condition of the day (e.g., soft (cloth) disc, heavy disc). Discs must be inspected for cracks or spurs.	Suitable footwear and clothing must be worn. No metal cleats	Outdoor playing area must be inspected regularly for debris and obstructions, provide suitable footing, and be well removed from traffic areas. Holes and severely uneven surfaces must be reported to the principal, and students must be informed of these. Goal posts must be padded if in field of play. **Indoor** Keep gymnasium free of hazards (e.g., tables, chairs, pianos).	Skills must be taught in proper progression. Game activities must be based on skills that are taught and wind conditions. No body contact.	On-site supervision for initial instruction followed by in-the-area supervision

Volleyball, Newcombe Ball, Beach Volleyball

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Poles must never be stored where there is a danger of them falling over. Nets must not have any exposed wires along top or frayed wires along poles. Ball must be appropriate for age and ability of students.	No jewellery. Suitable footwear and clothing must be worn.	Gymnasium must be free of hazards (e.g., equipment and furniture in corners or on sidelines). When volleyball poles are removed, floor plugs must be replaced. Do not allow students to climb up the pole to attach net. Playing surface must provide good traction. Outdoor volleyball courts must provide safe footing. Beach volleyball courts must have a sufficient amount of sand so that there are no bare or hard dirt areas.	Diving must not be included as part of an in-class program. Skills must be taught in a proper progression. Game activities must be based on skills that are taught. Drills must be organized so as to minimize the risk of being hit with an errant ball. Activities/rules must be modified to the age and ability level of the participants.	On-site supervision of activity is required. If students are involved in setting up and putting away volleyball poles, constant visual supervision is required. In-the-area supervision is required after skills have been taught.

Wall Climbing Secondary level only

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Ropes and associated climbing equipment designed specifically for wall climbing Use a mechanical belay system instead of a body belay (e.g., stitch plate, munter hitch, gri gri, ATC, Tuber type of belay device).	No loose clothing may be worn. No hanging jewellery.	Area for climbing must be appropriate for ability levels of the students.	No lead climbing or protection placement by students. Emergency action plan must be designed and communicated to all involved in the program. Safety procedures must be clearly outlined to students. A lesson must be an integral part of the program for all students. Skills must be taught in proper progression. Instructor/leader must be familiar with the climbing facility. Completed medical forms must be accessible at all times. All equipment must be inspected by the instructor prior to the climb. Students must be allowed to select the challenge of their choice.	Instructor/supervisor must have a minimum Level One rock climbing certification or equivalent certification. Supervisor/student ratio must be a maximum 1:8. Accompany students to the site and remain on site for the instruction if a person other than the teacher is doing the instructing. A suitable means of transporting an injured climber must be accessible.

Water Polo Secondary level only

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit and phone must be readily accessible. (See Generic Issues.) Standard safety equipment as stated in pool regulations (e.g., ring buoys, reaching poles, spinal boards)	Appropriate swimming attire No jewellery. Device to keep hair from obstructing vision (e.g., elastic)	School or community swimming pool **Backyard pools must not be used.**	Inform swim instructor of any students having medical problems that may affect the students' safety in the water. Students must meet a minimum swimming guideline (e.g., swimming 100 m, any stroke, and treading water for three minutes). Fingernails must be closely trimmed. Modify rules to accommodate age and ability of participants. Skills must be taught in proper progression. Games must be based on skills taught. Students must adhere to the following regulations: • No running or pushing on deck. • No gum chewing. • No food in pool area. • Stay clear of diving area. • Do not dive into shallow end. • No shoes on deck. Showers must be taken before entering the pool. Where students go off board property to a pool, parents must be informed. Emergency procedures must be outlined to students prior to entering the water. Students with infected cuts or sores or plantar warts must not be in the pool.	Maximum 25 pupils per qualified National Lifeguard Service (NLS) lifeguard/instructor. Teachers with current appropriate certification can provide swim instruction without an additional lifeguard only when the pool is being used solely for aquatic instruction. On-site supervision by the teacher Each instructor can supervise only one class or group. Students must ask permission to leave the pool area. A person with current first-aid certification must be accessible.

Weight Training Secondary level only

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) All equipment must be checked before use and repaired as necessary.	Suitable clothing and footwear must be worn.	Weight room must be locked when unsupervised. Floor below free weight activities must provide sufficient traction so weights do not slide and roll.	All students must be instructed in the proper lifting techniques and safety procedures. Free weight plates must be secured in place before using. All programs must be individualized. A buddy system must be used when lifting free weights over body.	On-site supervision is required for initial use of free weights and weight machines. In-the-area supervision is required, following instructions on safe use.

Wrestling

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
A first-aid kit must be readily accessible. (See Generic Issues.) Wrestling mats or general utility mats must be used: • ensolite 3.8 cm • trocellen 5.1 m • ethefoam 3.8 cm • sarneige 3.8 cm • mats of equivalent compaction rating No gaps between mats.	No jewellery. Suitable clothing must be worn. Socks, bare feet, or wrestling shoes are permissible. Glasses must not be worn.	Mat surfaces must be checked regularly for irregularities and be clean. Area surrounding the mats must be free of obstructions/ hazards. Allow suitable distance between edge of wrestling area and surrounding walls. Surrounding walls must be padded if clearance from mat surface is less than 2 m.	Warm-up activities must emphasize conditioning and flexibility. Skills must be taught in proper progression. When wrestling an opponent • participants must be of similar weight, strength, and ability • there must be a maximum time limit of two minutes per round and one round per match Only "down" wrestling permitted (not standing). Ensure that students are made aware of the importance of keeping fingernails closely trimmed. Rules and illegal moves must be outlined. Students must referee only under the direct supervision of the instructor. All infections, burns, and open cuts must be covered.	On-site supervision

Intramurals

Intramurals

Intent of the *Physical Education Safety Guidelines, Grades Primary–12* for Intramural Programs

The primary responsibility for the care and safety of students rests with the school board and its employees. An important aspect in fulfilling this role is to recognize that there is an element of risk in all physical activity and to take action accordingly. To this end, the safety guidelines writing team and physical educators across Nova Scotia have identified and analysed reasonably foreseeable risks and have developed these guidelines, which include procedures that help minimize, to the greatest extent possible, the risk of a preventable accident or injury. A guideline alone does not eliminate risk regardless of how well it is written or how effectively it is implemented. Safety awareness by the intramural supervisor, based on up-to-date information, common-sense observation, actions, and foresight, is the key to safe programming. The intent of this section of the document is to focus the intramural supervisor's attention on safe practices for each activity in order to minimize the inherent element of risk. By implementing safe activity practices, such as the selection of age-appropriate activities, facility and equipment safety checks, and appropriate supervision and officiating, the intramural supervisor will guard against foreseeable risks. This document will assist boards in fulfilling their obligation to provide the safest possible environment in which all students, regardless of ability or cultural background, can participate in intramural activities. The safety guidelines for intramural programs are in addition to the preceding general guidelines.

These safety guidelines delineate standards that must be used by teachers/intramural supervisors in addressing the safety component of intramural activities. Intramurals are defined as school-sponsored physical/recreation activities that

- are outside the students' instructional time
- are not a selected school team/group
- are not a competition against another outside team/group

Intramurals encourage school-wide involvement with emphasis on participation as opposed to competition.

Generic Issues

It should be recognized that there are common guidelines of safety that apply to all intramural/club activities. Some such commonalities are as follows:

- Supervisors need to be aware of the medical background and physical limitations of students. This includes knowledge of students with hemophilia, heart disorders, asthma, epilepsy, diabetes, severe allergies. Each school needs to develop a process by which this medical information is shared with the intramural supervisor (see Appendix A).

- A fully stocked first-aid kit must be readily accessible. For a sample listing of first aid items, see Appendix B. Apply your school's emergency action plan to deal with accidents in intramurals. For details on an emergency action plan, see Appendix C.
- Prior to offering an intramural sport imitation activity that the students have not experienced, skills must be taught. Outline the possible risks of the activity (warning of possible dangers), demonstrate how to minimize the risks and implement procedures and rules for safe play (e.g., whistle signal to stop all activity). Parents need to be made aware of the types of intramural/club activities that the school offers and the risks inherent in high-risk activities. Acknowledgment/permission must be received from the parent or guardian of each participant. For a sample letter, see Appendix A.
- Students must be informed of the locations of the fire exits and alternative routes from the playing area.
- If students are transported away from the school for the intramural/club activities, it is important that parents are made aware of the mode of transportation and the expectations of student behaviour required. Refer to individual board and field trip procedures related to the need for parent/guardian permission.
- Where an incident occurs that increases or could increase the risk of injury, corrective actions must take place to help prevent its recurrence. (e.g., volleyball poles in equipment room are not secured to the floor or walls and crash to the floor. No one is injured—corrective action is to secure the poles.)
- At the beginning of the activity, when changing into gymnastic wear is necessary, intramural supervisors must instruct students in appropriate change room conduct as well as emphasize the need to change quickly and proceed to the intramural/club activity.
- Intramural supervisors must limit the number of active participants in any activity area at one time, based on the size of the area, risk level of the activity, and prior experience of the participants.
- Spectators at intramural activities must not present a safety concern.
- Intramural activity officials must be knowledgeable and trained to carry out their duties.

Specific Components

Equipment

- When using any equipment that is not described in this document, care must be taken to ensure it is safe for use (e.g., no sharp edges, cracks, or splinters and that it is size, mass, and strength appropriate).
- All balls must be properly inflated.
- There are many examples of equipment that can be made at school by board employees, adult volunteers, and students who are under direct supervision. See guidelines for School-Made Equipment (p. 119). Homemade equipment is defined as equipment that is made and/or modified at home and then brought to school. This type of home-made equipment is not to be used in intramural programs, (e.g., personal custom hockey sticks, floor hockey shafts, plastic bleach bottle scoops).
- Ropes used for tug-of-war events must be designated by the manufacturer/distributor as being suitable for tug-of-war.
- If students are permitted to bring their own equipment (e.g., skis, in-line skates), students and parents must ensure that the equipment is in good working order and suitable for personal use.

Clothing and Footwear

- Students must wear appropriate clothing for intramural activities. Running shoes must be a minimum uniform requirement. Deviations from this minimum are listed on the intramural common elements guidelines and curricular activities pages. Where cultural dress presents a safety hazard, modifications to the activity/clothing must be made.

  Hanging jewellery must not be worn. Jewellery that cannot be removed and that presents a safety concern (e.g., medical alert identification, religious cultural jewellery) must be taped or covered.
- Parents/guardians must be made aware of safety precautions with eyeglasses for some activities, including an eyeglass strap and/or shatterproof glass or removal of glasses if vision is adequate (see Appendix A—Sample Letter to Parents/Guardians).

Facilities

- To provide a safe environment for intramural/club activities, the intramural supervisor must make a pre-activity check of the facilities and equipment to be used. This could be done visually or recorded on a checklist, see Appendix F. The minimum requirement is a pre-use visual check. Hazards must be identified and removed as a factor in the activity. Potentially dangerous and immovable objects (e.g., goal posts, protruding stage) must be brought to the attention of students and administration. Equipment listed in the

document applies only to safety. Students also should be encouraged to report equipment or facility problems to the supervisors. For more information on the role of the student in safety, see Appendix D.

- Equipment/furniture that is hazardous to the activity must not be stored around the perimeter of the area being used for intramurals. A reasonable number of benches as well as mats secured to the wall are exceptions to this statement. Devices projecting from the wall (e.g., chin-up bars, pegs on a peg board) must be set at a height that will minimize injury or must be removed when not in use.
- For all indoor activities, walls and stages must not be used for turning points or finish lines. A line or pylons should be designated in advance of the wall. Foreseeable risks must be identified, and precautions taken to minimize risks. For safety precautions when using in-school non-gymnasium areas for intramurals (e.g., concourses, hallways, classrooms, stages), see Appendix F.
- Playing fields must be free from hazards (e.g., holes, glass, and rocks). Severely uneven surfaces must be brought to the attention of the principal, and students must be made aware of them. There must be sufficient turf for proper traction and impact absorption (e.g., soccer).

Special Rules/Instructions

- The intramural safety guidelines do not support contact. In this document, contact is defined as intentional contact with the purpose of gaining an advantage in the specific activity (e.g., body contact, stick on body, stick on stick).
- Intramural activities must be modified to the age and ability levels of the students and the facility available. It is important to balance teams on the basis of physical ability and skill level.
- Intramural games must be based on skills that are taught. Any games/activities that are not part of the curricular program must be preceded by skill instruction (e.g., cross-country skiing).
- Before involving students in strenuous outdoor activity, supervisors must take into consideration the weather conditions of the day, previous training, and the length of time the students will be vigorously active.
- For the safe lifting, supporting, and transporting of students, see Appendix G.
- Modify activities to address safety issues for all participants when students who use aids (e.g., wheelchairs) are involved.
- Activities that do not promote an active, healthy lifestyle (e.g., starvathons) are not appropriate.

Supervision

- Supervision is the overseeing of an activity for regulation or direction. All facilities, equipment, and activities have inherent risks, but the more effectively they are supervised, the safer they become. **A supervisor, as referred to below, is defined as a certified teacher, principal, or vice-principal, employed by the board.** A volunteer (not necessarily a teacher) could assist in the supervision of intramurals. Examples of volunteers are instructional assistants, educational assistants, retired teachers, parents, co-op students, and teacher candidates. Refer to board policy regarding volunteers.
- Students must be informed that facilities and equipment must not be used without authorization. In addition to written or verbal communication, at least one of the following deterrents must be in place:
  - locked doors
  - signs on the door indicating that students may not use the gymnasium unless supervised
  - staff scheduled and present in an adjoining physical education office in order to see students enter the gymnasium without authorization
- Any use of a facility must be supervised. Three categories of supervision are designated in this document: "constant visual," on-site," and "in the area." The categories are based on the principles of general and specific supervision, which takes into consideration the risk level of the activity, the participants' skill level, and the participants' maturity.
- In the category of supervision, "constant visual supervision" means that the intramural supervisor is physically present, watching the activity in question. Each activity requiring "constant visual supervision" must have a supervisor (e.g., certified teacher). "On-site" supervision entails intramural supervisor presence but not necessarily constantly viewing one specific activity. "In the area" means that the intramural supervisor could be in the gymnasium while another activity is taking place in an area adjacent to the gymnasium. For "in-the-area" supervision, the teacher/intramural supervisor must be readily accessible and at least one of the following criteria must be in place:
  - teacher/intramural supervisor is circulating
  - exact location of the teacher is known and location is nearby
  - teacher/intramural supervisor is visible

Example

During a school special events day, some students are involved in tug-of-war, some in relay games, while others are involved in a team scavenger hunt around the school.

Constant Visual Supervision: Tug-of-War—Intramural supervisor is at the event and is observing activity.

On-Site Supervision: Relay games—Students are participating on the playground and can be seen by the intramural supervisor.

In-the-Area Supervision: Scavenger hunt—Students are running around the school grounds and at times may be out of sight.

The level of supervision must be commensurate with the inherent risk of the activity. The list below outlines appropriate supervision for each type of activity. The list is not exhaustive. For an unlisted activity, refer to the activity it most resembles. For Outdoor Education Activities, refer to pages 53–69 in order to be aware of ratios, qualification, and supervision requirements.

Supervision of Intramurals Sport Imitation: Court and Field Games

No constant visual supervision is required.

On-Site Supervision	In-the-Area Supervision
Initial Instructional Setup • racquet-type games (racquetball, paddleball, handball, tennis, badminton, pickleball, paddle tennis) • table tennis • ultimate frisbee • volleyball (Newcombe ball, beach volleyball) **Activity** • basketball-type games (Bordenball, endball, benchball) • bowling • broomball • cricket • curling • field hockey • gymnasium hockey-type games • lacrosse • rugby (non-contact) • skating games • soccer • softball-type games • team handball • scooter games (basketball, soccer) • wrestling, combative	**Activity** • cross-country running, orienteering • racquet-type games (racquetball, paddleball, handball, tennis, badminton, pickleball, paddle tennis) • table tennis • ultimate frisbee • volleyball (Newcombe ball, beach volleyball) • basketball-type games (Bordenball, endball, benchball, 3 on 3, 2 on 2) • football (flag, touch) • soccer • cross-country running, orienteering • cross-country skiing, snow skating • skiing (alpine), snowboarding **Refer to specific sport in previous section of this document.**

Low-Organization Activities/Special Events

Constant Visual Supervision	On-Site Supervision	In-the-Area Supervision
• transporting people relays • building with bodies—initial instruction • parachute (primary) • water activities • obstacle courses with climbing or inverted activities	• co-operative games • accuracy challenges • skill-related relays (basketball dribbling) • building with bodies—practice and kneeling and lying • parachute games (junior/intermediate) • transporting things • aquatic games (as per pool regulations) • obstacle courses without climbing apparatus (no inversions) • scooterboard relays • frisbee throwing • skating and skating activities • indoor running relays • indoor chasing games • Royal Bank Activ8 Challenges • in-line skating • gymnasium riot • theme days • face painting	• board games • outdoor running relays • outdoor chasing games • jump rope for heart • mass participation events (walkathon, dance-a-thon)

Clubs

Constant Visual Supervision	On-Site Supervision	In-the-Area Supervision
• gymnastics—higher risk moves/skills	• gymnastics—lower risk skills **Activity** • cricket • fitness activities • martial arts (self-defence) • bowling • in-line skating	**Activity** • cycling (refer to elementary physical education safety guidelines document for ratios) • dance/rhythmics • running • skiing/snowboarding (refer to guidelines in this document for ratios) • fitness club • golf • horseback riding • in-line skating

Supervision—Points to Ponder

- Establish routines, rules of acceptable behaviour and appropriate duties of students at the beginning of the activity and reinforce throughout the year. Intramural supervisors must sanction students for unsafe play or unacceptable behaviour, and must exercise that responsibility at all times. Refer to Appendix D for more information on students' behaviour.
- Students must be made aware of the rules of activities or games. Rules must be strictly enforced and modified to suit the age and physical ability of the participants.
- When an intramural activity includes large numbers of participants (e.g., a school special event) the ratio of intramural supervisors/volunteers to participants must satisfy safety concerns.
- When an intramural activity includes several higher-risk activities (e.g., winter carnival snow and ice activities) the ratio of intramural supervisors/volunteers to participants must satisfy safety concerns.
- A teacher candidate, co-op student, or other secondary student must not be the sole supervisor of any intramural activity.
- In situations where a substitute teacher is responsible for supervising intramurals, administrators are to address the substitute teacher's comfort level with the intramural activity. The administrator/absent intramural supervisor must include the safety guidelines sheets for the intramural activity, inform the substitute teacher of the whereabouts of a contact teacher or administrator in case of an emergency, and specify any restrictions/modifications for students with health or behavioural problems.

School-Made Equipment

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
Use materials that are in good condition (e.g., unfrayed ropes, smooth boards free of splinters, nothing with sharp edges). Use materials that resemble, as closely as possible, the manufactured item. Use materials that will not endanger children with severe allergies. Homemade equipment must not be used.	Equipment designed to be worn, (e.g., hats, capes, costumes) must not constrict neck or chest areas or put the child at risk.	All school-made equipment must meet industry/ equipment standards and be inspected by school board designated individuals. See board policy and procedures related to specifications, installations, and inspection of school-made equipment.	Follow instruction on how to build/assemble, if available. If no instructions are available for a school-made structure, describe procedure in writing and keep on file indicating how, when made, and by whom. Test equipment before general use. Repair as necessary. If the piece of equipment changes significantly due to additional repairs, then discard and replace (e.g., land ski binding needs to be tied around outside of board because hole for rope has become too large, causing rope to slip through).	Inspect equipment every time it is used. Students making equipment at school require on-site supervision. If students are using machinery (e.g., bandsaws) to make equipment, constant visual supervision is required. Student-made equipment must be inspected by a knowledgeable third party to ensure safety.

Transporting People/Things (e.g., Human Amoeba, Chariot, Chuckwagon, Bed and/or Stretcher Races, Cookie Machine)

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
Must be suitable to support size and weight of object/person Can be raised and lowered without jeopardizing hand/feet/body of carrier or object/person carried Must have safety straps/rail or means to prevent person/thing from falling from anything higher than waist height Must not constrict person at chest or neck	No loose clothing. No clothing attachment that cannot be easily released in case of collapse (e.g., belt, shoe laces). Use of footwear must be assessed for each activity.	Space adequate for activity Spectators in designated area away from activity Must be a level surface, no obstructions or blind spots Establish traffic flows to reduce congestion. Place protective wall padding for activity where needed.	Weight, size of object, and distance carried must be appropriate to age and strength of participants. Establish appropriate limitation on speed of movement. Establish a procedure to stop activity in the case of potential injury (e.g., whistle). All participants must know rules and procedures (e.g., safe lifting, spotting, supporting, and lowering techniques) prior to participation. See Appendix G. Practice, with all participants, lifting people or objects of sizable mass prior to performing the activity.	Constant visual supervision

Building with Bodies

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
For minimum thickness of mats, see Gymnastics—General Procedures. Mats must be under pyramid and extend one body length in all directions	Soft shoes, socks, or bare feet for standing pyramids	Ensure that lying and kneeling pyramids are away from walls. Do not build pyramid near entrances, exits, or stages.	Set maximum number of participants and maximum height allowed depending on size, age, and skill of participants. Instruction must include how to assemble and how to disassemble. Weight and size of participants determines placement in pyramid (e.g., larger students are part of the base). Pyramid building must be the only activity in the space.	Constant visual supervision during instruction and first attempt; on-site supervision thereafter Constant visual supervision for standing pyramids On-site supervision for kneeling and lying pyramids

Target Games and Activities (e.g.,Throwing for Accuracy, Frisbee, Golf)

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
Use soft objects (e.g., foam balls, sponges, Nerf® balls, beach balls, elephant skin balls, crumpled newspaper balls, utility balls). Do not use under-inflated balls. No bean bags or hard flying discs (e.g., Frisbees) should be thrown to strike another student.	No jewellery.	Playing area must be free from obstruction (e.g., desks, chairs, and other furniture/ equipment, around the perimeter). Targets must be situated away from spectators and other participants. Participants must have room to propel the object toward the target without hitting a bystander.	Establish procedures to reduce risk to other participants/spectators (e.g., restrict access to target area). Establish a process for safe retrieval of propelled object.	On-site supervision

Water Activities (e.g., Spray Activities, Water Balloon, Sponge Toss, Dunk Tanks)

Food activities are not recommended due to food allergy concerns.

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
Equipment used with water must be • resistant to deterioration when wet or be waterproof (e.g., tables, chairs, floors) • protected from water where necessary • thoroughly cleaned and rinsed before use. Electrical equipment (e.g., timer) must have C.S.A.-approved ground fault system. Sliding surfaces must be smooth and clean (e.g., mats, plastic slides). Use water spray bottles rather than water guns.	Must be able to get wet and not increase risk of injury (e.g., wet sweat pants that can cause participant to trip) Use footwear that will enhance good traction.	If the amount of water is excessive, the activity must be held outside to avoid risk of injury to spectators. Facility must be able to be cleaned before and after event to prevent spread of germs. Provide support (e.g., standby personnel to clean/mop any hazardous spills)	Set procedures and rules for safe play. Materials must be clearly identified in order to address allergy concerns (e.g., latex balloons). Water on floor/ground surfaces decreases traction. Enhance traction where appropriate (e.g., rubberized mats on potentially wet surfaces). If footing is supposed to be slippery, an adequate landing surface must be padded or soft. Avoid extreme water temperatures. Do not allow glass containers. If activities promote wet bodies, any collision contact must be avoided. If there is to be throwing of wet sponges at people or propelling of water from a pressure device, eye protection must be provided.	Constant visual supervision for all such activities

Relay and Chasing Games (e.g., Capture the Flag, Crows and Cranes, Tag, Mr. Wolf, Rock/Paper/Scissors)

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
Equipment must not have sharp or dangerous edges.	Appropriate footwear for each activity	There must be adequate space for all participants. Turning points and finish lines must be a safe distance away from walls and equipment, trees, posts, natural hazards, and holes. Games that take place over large areas (e.g., Survival) require the instructor to set and communicate definite boundary lines. Supervisor must do a safety check walk-through in order to identify potential hazards. Students must be made aware of hazards and approach with caution.	No blindfold relays. No running-backward relays. For shuttle relays, all participants must have their own lane. Be aware of increased risk with oversized apparel or tying legs together. Walls, stages, and fences must not be used as finish lines or safe zones. Safe zones must be clearly delineated. There must be a procedure established to stop chasing games (e.g., whistle).	On-site supervision for relays In-the-area supervision for chasing games

Relay and Chasing Games (e.g., Capture the Flag, Crows and Cranes, Tag, Mr. Wolf, Rock/Paper/Scissors) *(continued)*

Equipment	Clothing/ Footwear	Facilities	Special Rules/Instructions	Supervision
		All running tracks must be inspected annually and maintained as necessary. Playing area must provide safe footing.		

Appendices

Appendix A—Sample Letter to Parents/Guardians

Dear Parent/Guardian:

Regular physical activity is essential for normal, healthy growth and development. Growing bones and muscles require not only good nutrition, but also the stimulation of vigorous physical activity to increase the strength and skills necessary for a physically active lifestyle. Active participation in games, dance, and gymnastics provides opportunities for students to discover and trust themselves and gain the confidence necessary to play and work co-operatively and competitively with their peers. Physical education programs at both the curricular and co-curricular level provide opportunities for students to experience the fitness feeling and to help them understand and make decisions regarding personal fitness and the value of physical activity in their daily lives.

Individual schools should highlight various curricular physical education topics and identify unique programs that take students into the immediate community (e.g., in-class cross-country running and skating are important components of the physical education program, this does not include downhill skiing, etc., that are bus trips requiring parent/guardian consent forms). Please be advised that these activities will take your child off the school grounds. Supervision will be provided. Schools should identify examples of intramural activities that may be offered to students during the school year.

Elements of Risk Notice

The risk of injury exists in every athletic activity. However, due to the very nature of some activities, the risk of injury may increase. Injuries may range from minor sprains and strains to more serious injuries. The safety and well-being of students is a prime concern, and attempts are made to manage as effectively as possible the foreseeable risks inherent in physical activity.

It is important that your child participate safely and comfortably in the physical education program. In your child's best interests we recommend the following:

- an annual medical examination
- appropriate attire for safe participation (T-shirt, shorts or track pants and running shoes). Hanging jewellery must not be worn. Jewellery that cannot be removed and that presents a safety concern must be taped.
- the wearing of an eyeglass band and/or shatterproof lens if your child wears glasses that cannot be removed during physical education classes
- the wearing of sun protection for all outdoor activities
- safety inspection at home of any equipment brought to school for personal use in class (e.g., skis, skates, helmets)

Please complete the medical information form attached and have your child return it to his/her teacher. If you require further information, please contact the school.

Medical Information Form

Name of Student _____ Grade _____ Teacher _____

I would like to inform the school about these facts pertaining to my child's physical/medical condition related to his/her participation in physical education curricular and intramural programs.

Please indicate if your son/daughter/ward has been subject to any of the following and provide pertinent details:

- epilepsy, diabetes, orthopedic problems, heart disorders, asthma, allergies) _____
- head or back conditions or injuries (in the past two years) _____
- arthritis or rheumatism; chronic nosebleeds; dizziness; fainting; headaches; dislocated shoulder; hernia; swollen, hyper-mobile or painful joints; trick or lock knee _____

What medication(s) should the participant have on hand during the sport activity? _____

Who should administer the medication?_____

Does your son/daughter/ward wear a medical alert bracelet, neck chain, or carry a medical alert card?_____

If yes, please specify what is written on it _____

Any other relevant medical condition that will require modification of the program:_____

In signing this form, I acknowledge the element of risk information noted above.

Parent/Guardian Signature:_____ **Date:** _____

Appendix B—Athletic Activities First-Aid Kit Contents

In-School Kit

The following are first-aid kit contents that are to be included in a first-aid station accessible to the gymnasium.

Scissors
1 pair of scissors
1 pair of tweezers

Bandages, Dressings, and Tape
48 adhesive bandages (1.9 cm x 7.5 cm)
24 adhesive bandages (2.5 cm x 7.5 cm)
12 adhesive squares (5 cm x 7.5 cm)
48 knuckle bandages
48 fingertip bandages
12 non-adherent pads (5 cm x 5 cm)
12 gauze bandages (5 cm x 4.5 m)
6 gauze bandages (7.5 cm x 4.5 m)
1 trauma dressing (10 cm x 10 cm) with elastic bandage (7.5 cm x 3 m)
1 abdominal pad (19 cm x 20 cm)
2 rolls of adhesive tape (2.5 cm)
12 triangular bandages
8 roller bandages
8 rolls of gauze bandages
assorted splints

Ice
1 rubber ice bag or plastic bags and accessibility to ice or frozen cold packs

Other
first-aid pocket guide
1-57 ml antiseptic solution
24 cleansing wipes
6 pairs of vinyl gloves
1 note pad
1 pencil
telephone numbers
face shield
1 rescue sheet
2 tensors (50 mm)
2 tensors (100 mm)
1 basin (preferably stainless steel)
24 safety pins (small and large)

Reference: St. John Ambulance

Sample Portable Off-Site Kit

Scissors
1 pair of scissors
1 pair of tweezers

Bandages, Dressings, and Tape
12 adhesive bandages (1.9 cm x 7.5 cm)
6 adhesive bandages (2.5 cm x 7.5 cm)
6 adhesive squares (5 cm x 7.5 cm)
6 knuckle bandages
6 fingertip bandages
6 non-adherent pads (5 cm x 5 cm)
6 gauze bandages (5 cm x 4.5 m)
2 gauze bandages (7.5 cm x 4.5 m)
12 gauze pads (5 cm x 5 cm)
1 abdominal pad (19 cm x 20 cm)
1 roll of adhesive tape (2.5 cm)
6 triangular bandages

Ice
2 cold packs

Other
1 first-aid pocket guide
12 cleansing wipes
2 pairs of vinyl gloves
1 note pad
1 pencil
telephone numbers and quarters
face shield
1 tensor (50 mm)
1 tensors (100 mm)
12 safety pins (small and large)

Reference: St. John Ambulance

Appendix C—Emergency Action Plan

Given that there is an element of risk in all physical activity, an encounter with an injury is highly possible. Recognizing this fact, it is necessary to establish a plan of action for dealing with an injury when it occurs. The key to the **Emergency Action Plan** is getting the professional care to the injured student as quickly as possible. For that to happen efficiently and effectively, you must be prepared with an **Emergency Action Plan**. The following is a sample **Emergency Action Plan** taken from information found in: Ontario Ministry of Tourism/Recreation booklet *Exercise Caution, Prevent Sport Injuries*, 1988, and *Ministry of Tourism/Recreation Provincial Sport Organizations Risk Management Manual*, 1987.

Sample Emergency Action Plan

You should know the following information:

- location of and access to the first-aid kit
- location and access to a telephone
- telephone number of ambulance and hospital
- directions and best access routes to hospital
- the availability of a suitable means of transportation

When an injury occurs:

- Initially, when coming in contact with the injured student, take control and assess the situation.
- Keep in mind the cardinal rule of injury care:
  - Do not transport the injured student.
  - If a student cannot start a movement by himself/herself, do not move the body part for him/her.
- Instruct any bystanders to leave the injured student alone.
- Leave any of the student's equipment in place.
- Evaluate the injury. Once you have assessed the severity of the injury, decide whether or not further assistance is required.

- If an ambulance is not needed, then decide what action is to be taken to remove the injured student from the playing surface.
- If an ambulance is required:
  - Request assistance from another person (teacher/administrator/parent).
  - Have this person call an ambulance with the following information:
    - State that it is a medical emergency.
    - State what the emergency is.
    - Give the exact location and closest cross streets.
    - Give the telephone number from where you are placing the call.
    - Report back to the **in-charge** person and confirm that they have made the call and give estimated time of arrival.
    - Go to the access entrance and wait for the ambulance.
- Once the call has been placed, observe the injured student carefully for any change in condition and try to reassure the injured student until professional help arrives.
- Do not be forced into moving the injured student unnecessarily.
- Do not provide the injured student with food or drink or administer medication/drugs (i.e., aspirin, etc.).
- Stay calm. Keep an even tone in your voice.
- When ambulance attendants arrive, instruct them on what happened, how it happened, and what you have done. If aware, you can inform them about any medical-related problems or past injuries of the participant.
- The **in-charge person or a designated adult** should accompany the injured student to hospital to help reassure the student and give the relevant medical history and injury circumstances to the physician.
- The parents/guardians of the injured student must be contacted as soon as possible after the injury.
- Complete an accident report and file with the appropriate board official and school administrator.
- Establish emergency communication procedure for off-site activities (e.g., cellular phone).

Appendix D—Safety in Activity Rooms

(Non-gymnasiums used for physical activities, e.g., concourse, church hall, empty classroom, school basement)

When using an activity room for physical education instruction, the following recommendations should be implemented:

- An activity room is best suited for activities that have a controlled amount of activity (e.g., aerobics, mat work, fitness stations, skipping, wrestling, dance, bean bag activities, chair activities, etc.). Avoid ball throwing for distance, dodgeball-type games, and games that are "action packed" and go end to end (e.g., tag, soccer, floor hockey) unless appropriate adaptations and modifications have been made to suit the space.
- In game activities, implement "no body contact" rule.
- Limit the number of participants in an activity room for physical education classes in order that safety guidelines are not jeopardized.
- If the activity room is in an open area, student traffic should go around, not through the class.
- Structure activities to provide as much organization as possible.
- Caution students not to throw objects against the ceiling, thereby knocking down tiles, dust, lights.
- Try to keep the activity away from drinking fountains, stage steps, trophy cases. Centre all activities to allow for a "safety zone" of at least one metre around the perimeter. Mark out area, if possible, with cones.
- Precautions are needed to guard against doors opening into the playing area.
- Do not allow students to be involved in an activity that requires constant visual supervision or on-site supervision while the teacher goes to the gymnasium or to a storage area to get equipment.
- Check to ensure floor surface is conducive to activity (e.g., not slippery from water or dirt) and equipment/furniture is not in the way of activity.

Appendix E—Sample Safety Checklists

Gymnasium Facilities

Each school must develop a procedure for regular inspection with appropriate follow-up. This form could be used.

Site Name: _____

Inspection Date: _____ Time: _____ Inspected by: _____

Inspect for	Meets Safety Guidelines		Comments/Follow-up Action
	Yes	No	
Gymnasium Space • free of "stored" furniture/boxes/equipment along perimeter walls and corners			
Floors • clean and dry			
• provide for safe foot traction			
• clear of objects that may cause tripping/slipping			
• floor sockets covered and flush with floor			
• floor plates secure in floor, hooks and plate in good condition, and flush with floor			
Entrance/Exits • free of obstructions			
• no door knobs protruding handles on gymnasium side of door			
• doors open away from gymnasium area			

Inspect for	Meets Safety Guidelines		Comments/Follow-up Action
	Yes	No	
Stairs • clear of obstructions			
• stair treads in good condition			
• railings secure			
• free of protruding nails, cracks, or splinters			
Ceiling • tiles and meshings on lights secure			
Walls • all outlets, switches, registers, etc., that pose an unreasonable hazard must be padded or flush with wall surface			
• free of protruding hooks, nails, etc.			
Basketball Backstop • backboards in good condition			
• cable and attachments from backboard to wall secure			
• rims secure and straight			
• Velcro® strips on walls behind backboards in good condition to hold mats			
• winch not located directly below a wall-mounted backboard			
Chinning Bars • secure attachment to wall			
• adjustable parts in good condition			

Inspect for	Meets Safety Guidelines		Comments/Follow-up Action
	Yes	No	
Folding Climbers • secure to wall			
• cables, pulleys, lock pins, clamps in good condition			
• dowels, parallel bars, ladders free from cracks and splinters			
Storage Room • floor clean and centre area clear of equipment			
• equipment stored on designated shelves			
• volleyball poles secured to wall when stored standing up, to prevent falling			
Emergency Equipment • first-aid kit fully stocked and accessible			
• emergency numbers posted			
Benches • top and supports free from cracks and splinters			
• bolts and screws secure			

Equipment

Each school must develop a procedure for regular inspection with appropriate follow-up. This form could be used.

Site Name: _____

Inspection Date: _____ Time: _____ Inspected by: _____

Inspect for	Meets Safety Guidelines		Comments/Follow-up Action
	Yes	No	
Volleyball Posts • hooks, pulleys, and ratchet in good condition			
• poles secured to wall when stored standing up (to prevent falling)			
Volleyball Net • free of exposed wires along top and frayed wires along poles			
• free of tears/holes			
Badminton • rackets useable, no splinters			
High Jump • standards, base attachments, and uprights in good condition			
• portable pit cover free of tears			
• portable pit foam in good condition			
• crossbars taped and free of cracks/splinters			

Inspect for	Meets Safety Guidelines		Comments/Follow-up Action
	Yes	No	
Mats • covers free of tears/wearing			
• foam in good condition			
• Velcro® fasteners continue to stick			
Scooter Boards • wheels secure			
• free of cracks, broken edges			
Ball Carriers • casters working well			
• no sharp edges			
Softball • wooden bats uncracked with a good grip end to prevent slippage			
Gymnastics–Vaulting Box (Box horse) • pad and cover free from tears/wearing			
• sufficient padding to absorb impact			
• inner post solid			
• free of cracks/splinters			
• nuts/bolts/screws tight			
Gymnastics—Beat Boards • free of splinters, broken tops/legs			
• springs in good condition			
• floor protection pads in good condition			

Inspect for	Meets Safety Guidelines		Comments/Follow-up Action
	Yes	No	
Hoops • no cracks/bends			
Ball Hockey/Floor Hockey • goals–welds and frames in good condition			
• wooden floor hockey sticks free of splinters			
• plastic ball hockey sticks free of cracks or broken edges/ends			
• stick blades secure to shaft			
Climbing Ropes/Climbing Still Rings • secure attachment to ceiling			
• ropes free from splinters, fraying			
• rings secured to ceiling support			
• parallel bars			
• high bar attachments			

Outdoor Facilities

Each school must develop a procedure for regular inspection with appropriate follow-up. This form could be used.

Site Name: _____

Inspection Date: _____ Time: _____ Inspected by: _____

Inspect for	Meets Safety Guidelines		Comments/Follow-up Action
	Yes	No	
Walking and Playing Surfaces • asphalt area—level and free of holes/broken asphalt			
• grass and dirt areas—free of holes/ruts			
• clear of broken glass, cans, rocks, animal feces			
• free of drainage problems			
• clear of trip hazards (exposed footings, roots, or other)			
Stairs • clear of obstacles			
• stair treads in good condition			
• railings secure			
• wooden sections free of protruding nails, cracks, or splinters			
Bee Nests • free of nests			
Metal Fencing • clips and attachments safety secure			
• fencing tight and secure to frame			
• no holes in fence or at ground level			
• anchors to ground stable, in good condition, and safely covered			

Inspect for	Meets Safety Guidelines		Comments/Follow-up Action
	Yes	No	
Softball Backstop • fencing, clips, and attachments safely secure			
• fencing tight and secure to frame			
• no holes in fence or at ground level			
• anchors to ground stable, in good condition, and safely covered			
Softball Playing Surface • level ground with good drainage			
• free of holes/ruts/trash/animal feces			
Soccer Goals • framework free from protruding hooks			
• anchors to ground stable, in good condition, and safely covered			
• posts corrosion-free			
Soccer Playing Surface • level ground with good drainage			
• free of holes/ruts/trash/animal feces			
Basketball Backstops • backboards in good condition			
• rims secure and straight			
• pole anchors stable, in good condition, and safely covered			
• poles corrosion-free			
Basketball Playing Surface • level playing surface, good drainage			
• free of holes/ruts/trash/animal feces			

Inspect for	Meets Safety Guidelines		Comments/Follow-up Action
	Yes	No	
Potential Hazards on School Yard • trees, exposed, roots, posts, streams, and other environmental hazards			
• hazards identified to all staff and students			
• warning signs and barriers where needed			
• rules for safe play around hazards is communicated to all students			
Other •			
•			
•			

Appendix F—Lifting, Lowering, Transporting, Supporting, and Spotting Techniques

Prior to introducing an intramural activity involving any of the above movements, intramural supervisors need to be sure that students have instruction in proper lifting, supporting, transporting, lowering, and spotting techniques. If the intramural supervisor is not comfortable with students using these skills, then these activities are not to be done.

Spotting

Responsibilities vary with the age, strength, maturity level, and experience of the student. In grades primary–3, students are involved in non-contact spotting only (e.g., keeping activity area clear, providing verbal cues). Students in grades 4–6 are involved in non-contact spotting as above as well as checking placement and stability of equipment. Students also help peers maintain balance on the floor and low equipment, plus help peers maintain balance on the floor and on all types of equipment. Middle level and senior high students can do non-contact spotting (e.g., keeping activity area clear, checking placement and stability of equipment, contact spotting, helping peers maintain balance on the floor and all types of equipment) and spotting free weight.

Lifting/Lowering

The following are proper lifting/lowering techniques:

- back straight
- knees are bent
- hands are close to body
- lift straight up
- no twisting of the trunk
- keep object centred with body
- lift only weight-appropriate objects/people

When more than one person lifts/lowers another person or object, the base of support must be secure (e.g., hand securely grips another's forearm when lifting a peer. The person being lifted/lowered must be moved using appropriate body parts (e.g., upper limbs). All persons involved in the activity must be comfortable with their roles.

Transporting

When transporting with hands and arms, weight of object/person needs to be centrally distributed and in front of the carrier. When transporting someone on your back, refer to the proper lifting techniques mentioned above. Knees must never be in the locked position. Do not carry students by the neck.

The person being transported must not hold onto the neck (e.g., piggy back with legs wrapped around transporter's waist and arms around transporter's shoulders). There must be no transporting of students on shoulders only or in the inverted position, except in a wheel-barrow race.

Supporting

Never support an object or person using the neck, head, or lower back. Use hips and shoulders for supporting others. Ensure that the base of support is securely established.

Appendix G—Safety in Weight-Training Rooms/Fitness Centres

To Qualify to Use the Weight Room

- Students must be instructed in proper lifting techniques/use and safety procedures either in physical education class or a training session developed by staff with expertise. This needs to be reviewed as needed.
- Students must be made aware of inherent risks specific to weight training and/or fitness centre activities. Students and parents need to sign a consent form prior to the student's participation in a training session and/or use of weight room/fitness centres (see Appendix A).
- Students should have an identifiable pass/tag to enter the weight-training area and sign in and out of the area.
- Only students training are allowed in the room. Spectators are not allowed.

Supervision

A supervising teacher must be in the area.

Weight rooms/fitness centres require an on-site monitor. Monitors may be instructional assistants, educational assistants, retired teachers, parents, co-op students, teacher candidates, and trained senior students. Monitors of the weight rooms/fitness centres must

- check pass/tag of all students who enter the weight room
- open and lock weight room using the procedures established by the school
- encourage students to follow posted rules and procedures
- bring problems to supervising teacher as soon as possible
- make sure the room is left in proper order

Other Rules

- Procedures need to be established so that the facility and equipment are inspected daily and repairs are made.
- Any violation of rules may result in some form of sanction being applied (e.g., suspension or loss of pass/tag, suspension from school, closure of weight room).
- A minimum of two people must be in the weight room at any time.